

VISIT...

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Caliente.COM

BENCHMARK • B

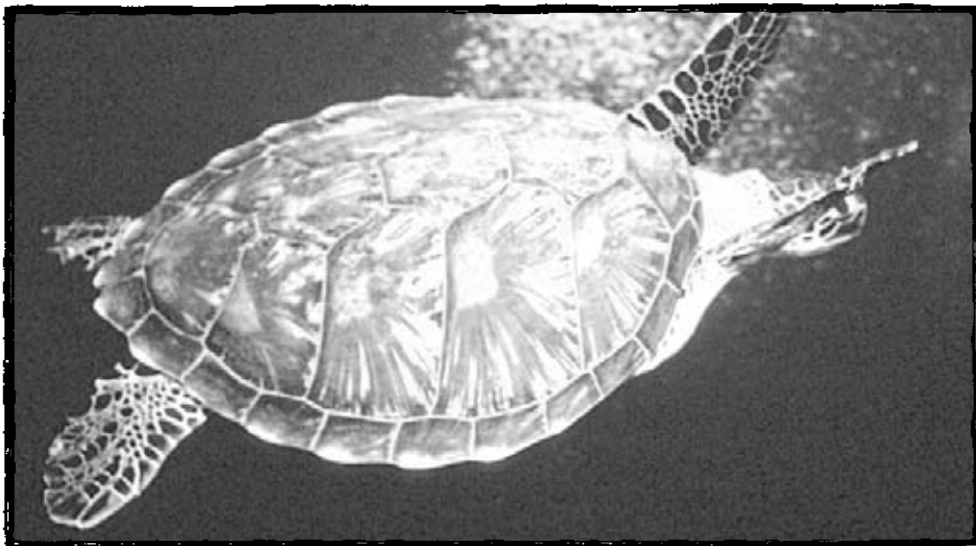
This Turtle

Written by Kira Freed

www.readinga-z.com

This Turtle

A Reading A-Z Level B Benchmark Book • Word Count: 33



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This Turtle



Written by Kira Freed

www.readinga-z.com

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

This Turtle
Level B Benchmark Book
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Written by Kira Freed
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Tucson, AZ 85718
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This turtle is big.

3

This turtle is small.

4



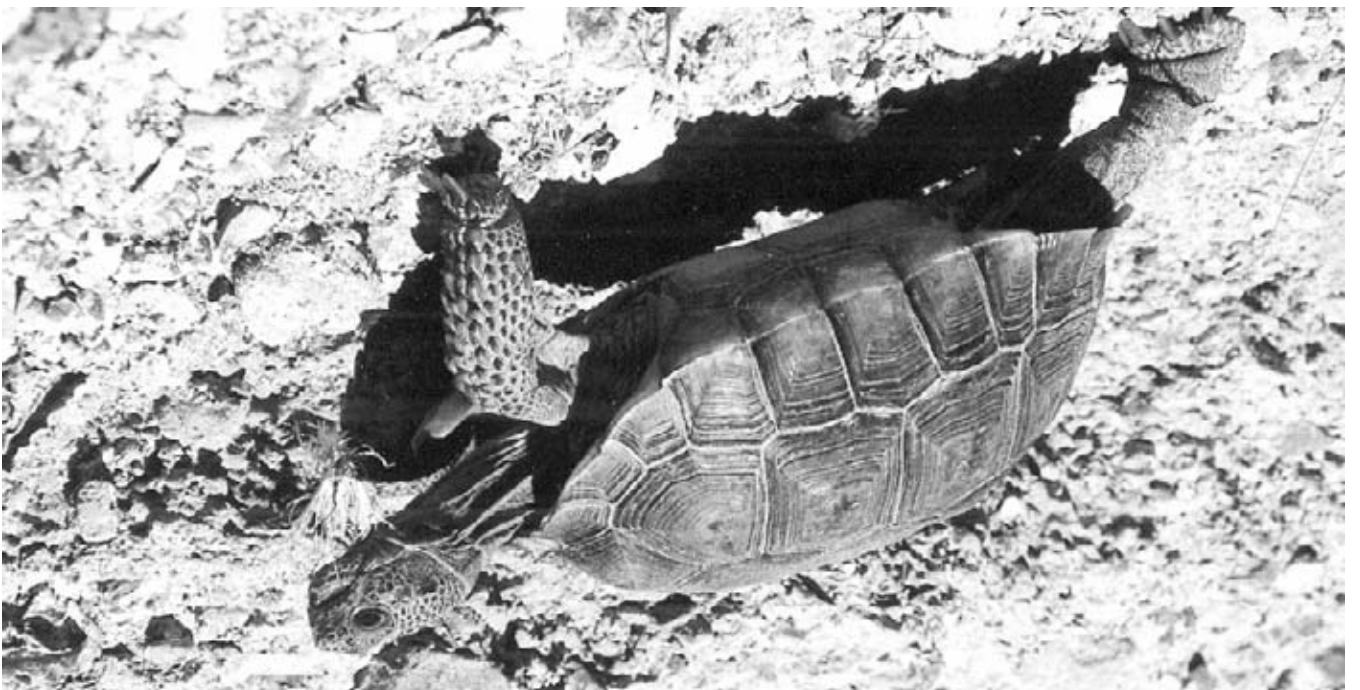


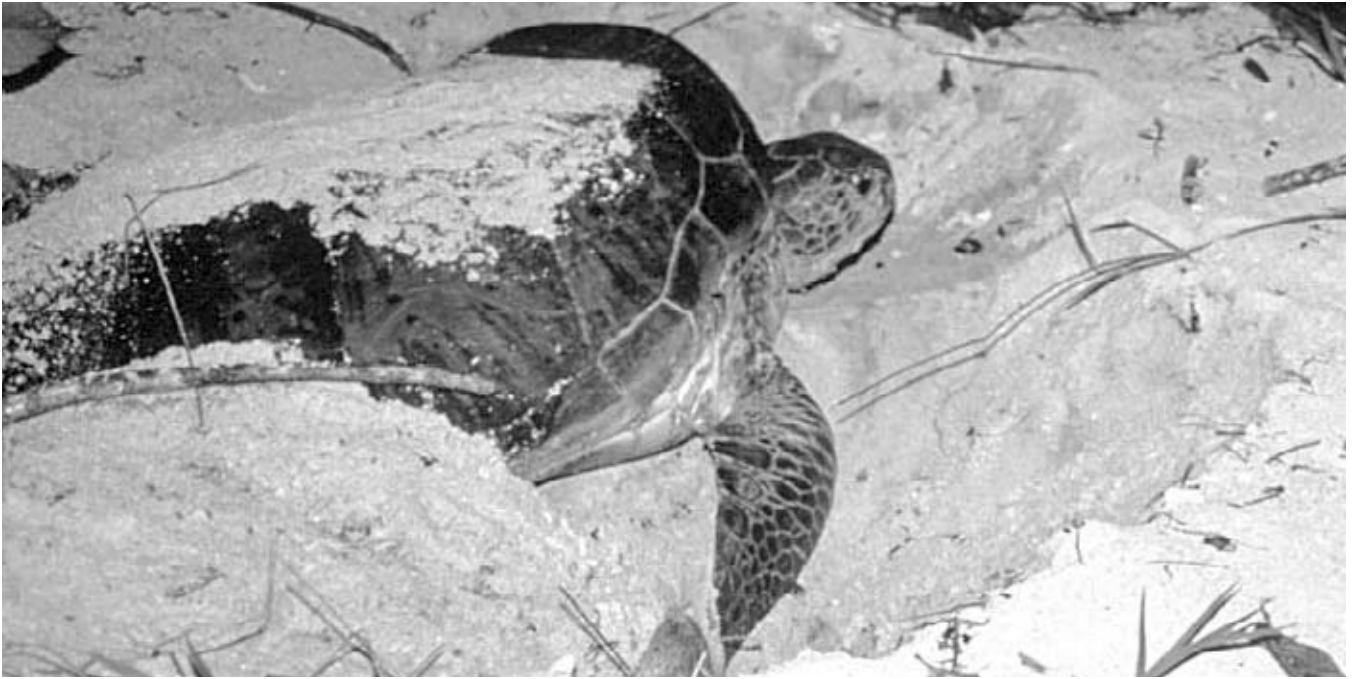
This turtle is swimming.

5

This turtle is walking.

6





This turtle is digging.

7

This turtle is snapping.

8

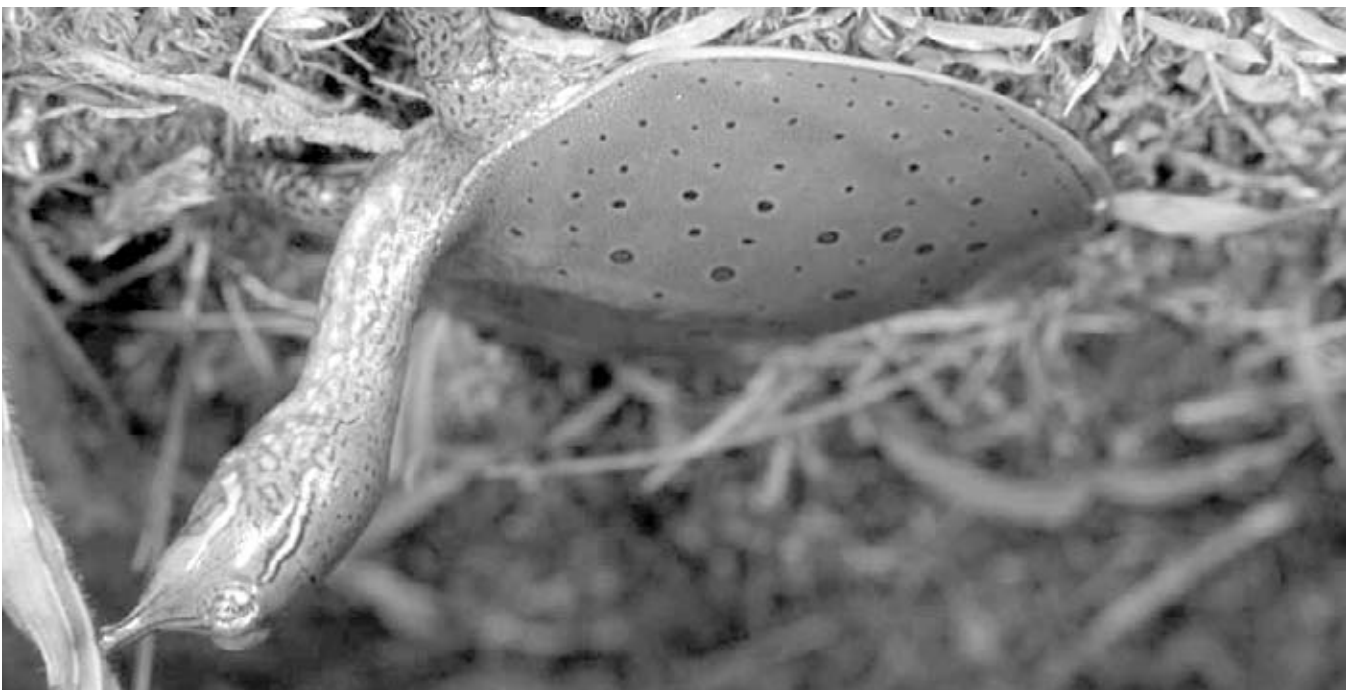




This turtle is hiding.

9

10 This turtle is funny looking.



Reading a-z Running Record

Level B

Student's Name _____ Date _____

**This Turtle
33 words**

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	This turtle is big.												
4	This turtle is small.												
5	This turtle is swimming.												
6	This turtle is walking.												
7	This turtle is digging.												
8	This turtle is snapping.												
9	This turtle is hiding.												
10	This turtle is funny looking.												
Totals													

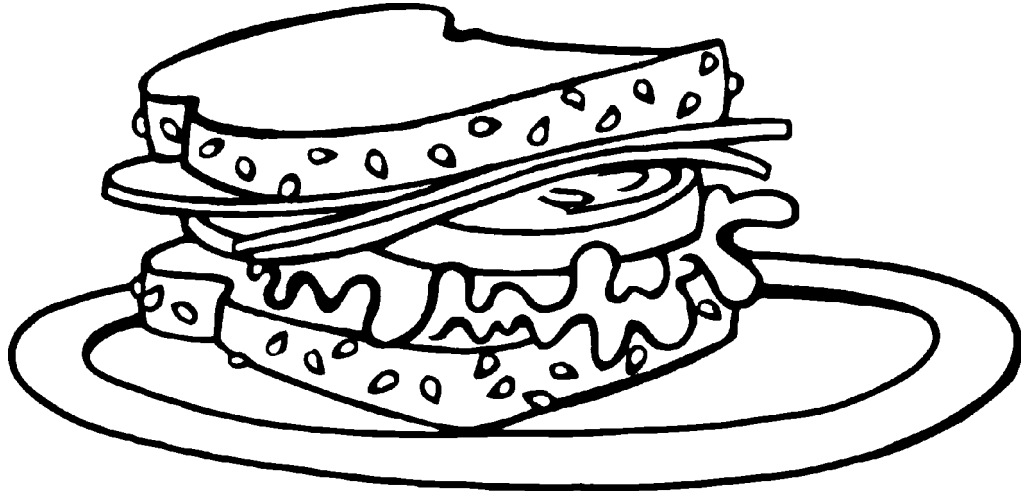
Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • B

The Sandwich

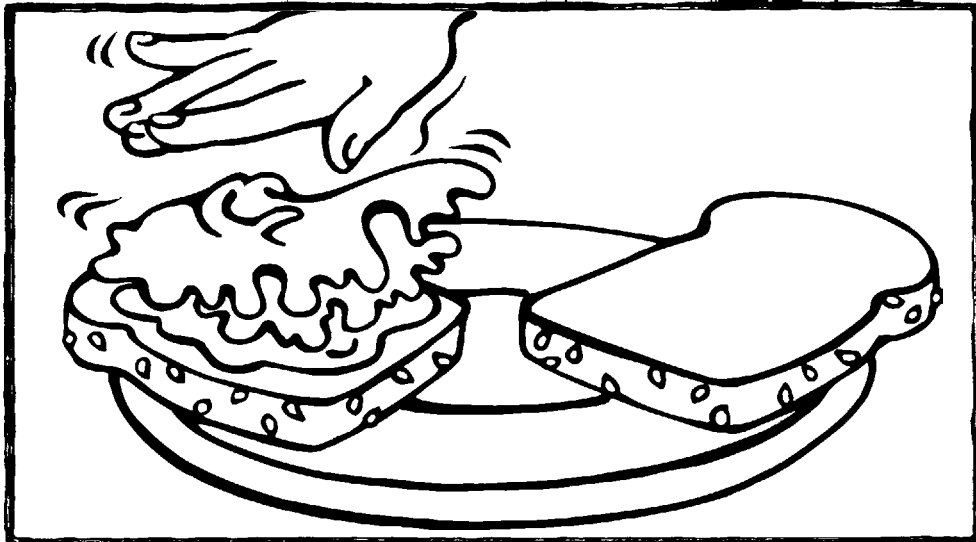


Written by Cheryl Ryan • Illustrated by Joe Boddy

www.readinga-z.com

The Sandwich

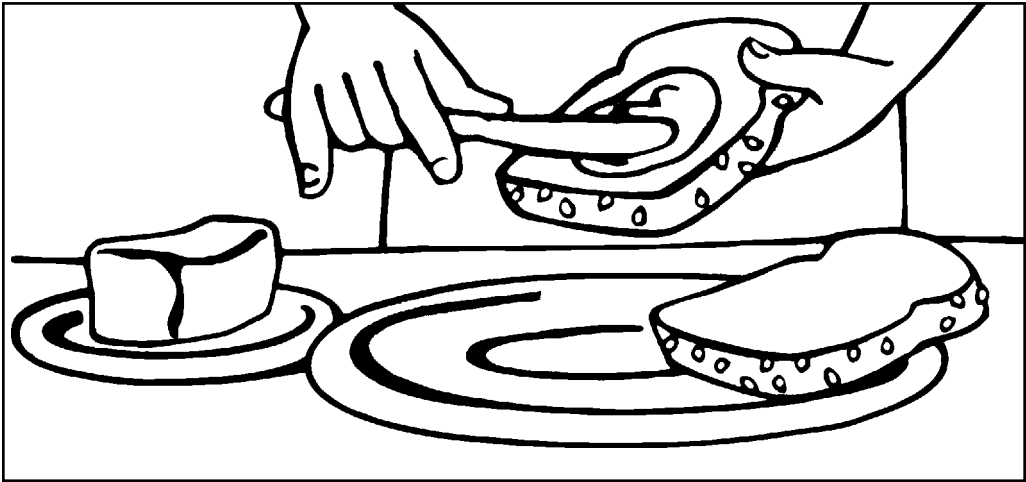
A Reading A-Z Level B Benchmark Book • Word Count: 43



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The Sandwich



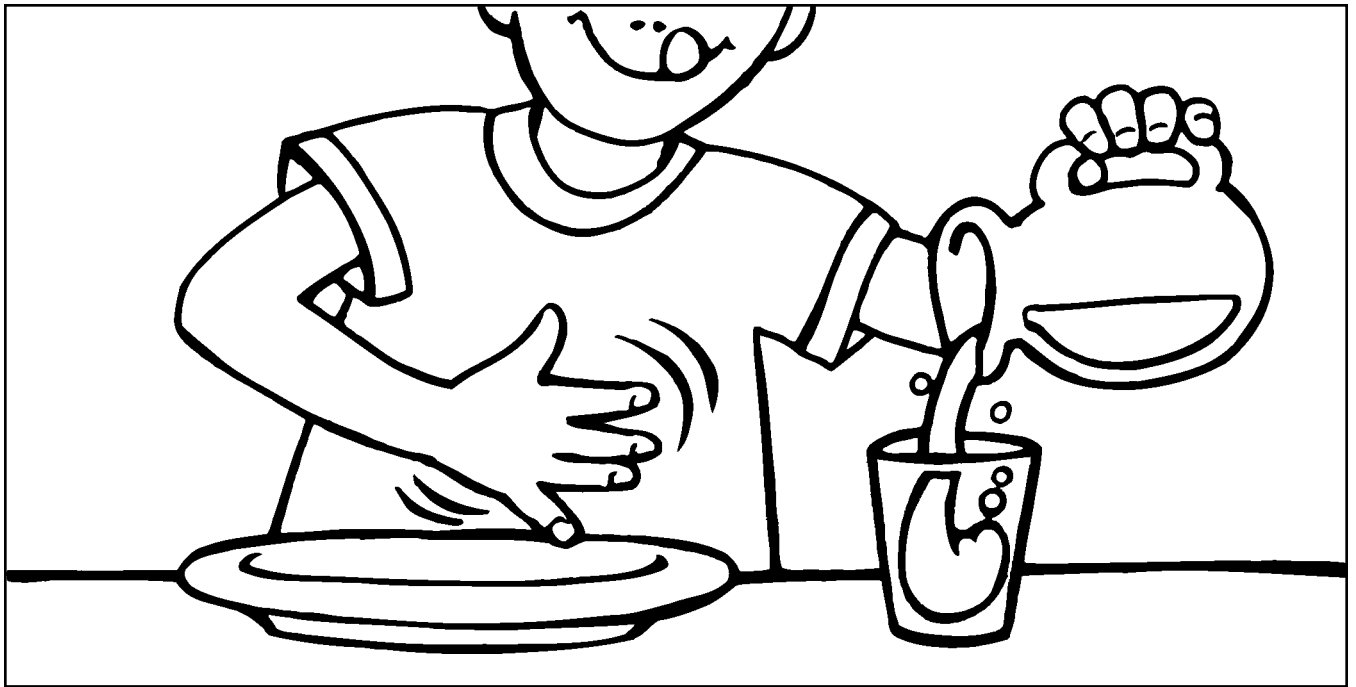
Written by Cheryl Ryan
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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

The Sandwich
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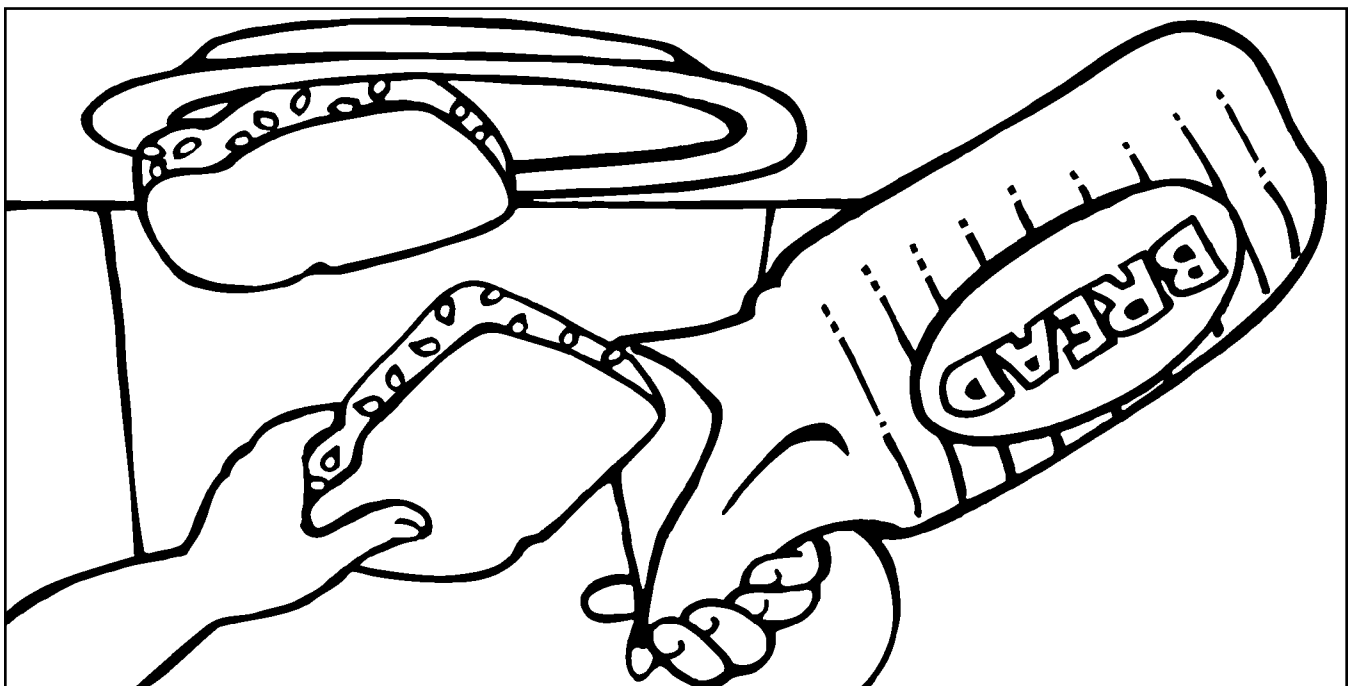


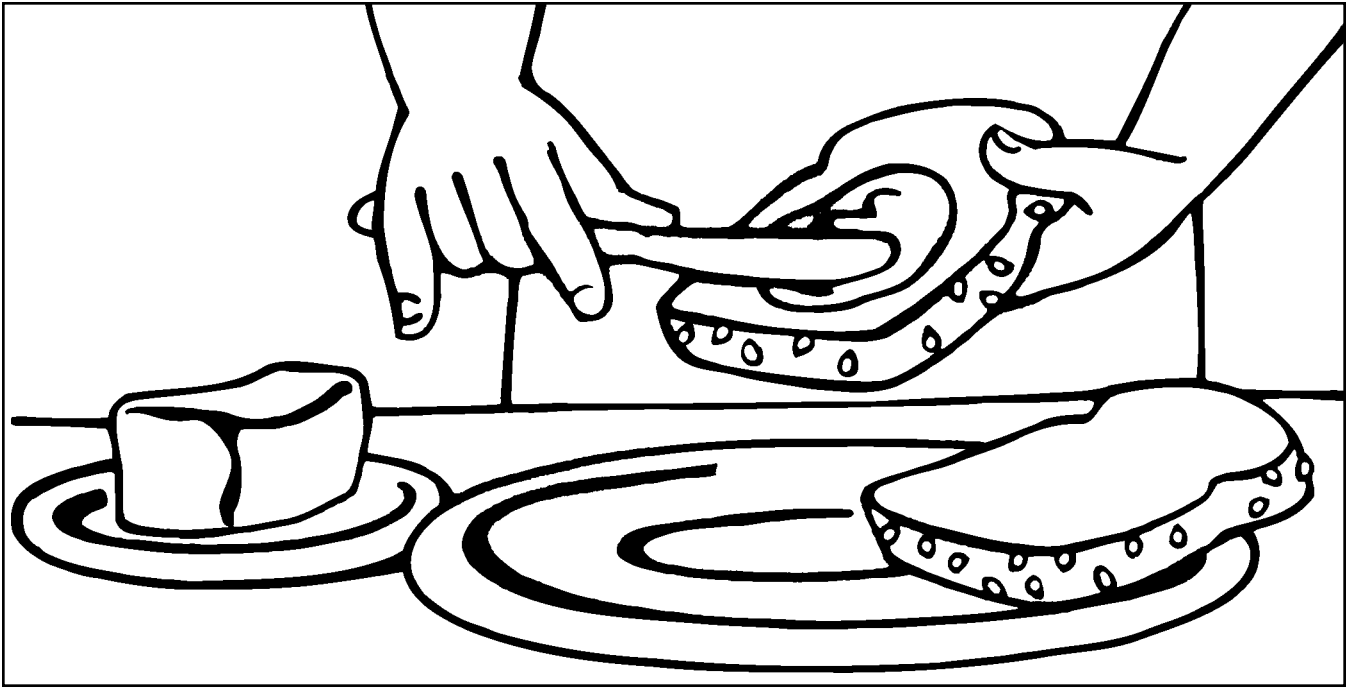
Let's make a sandwich.

3

Get some bread.

4



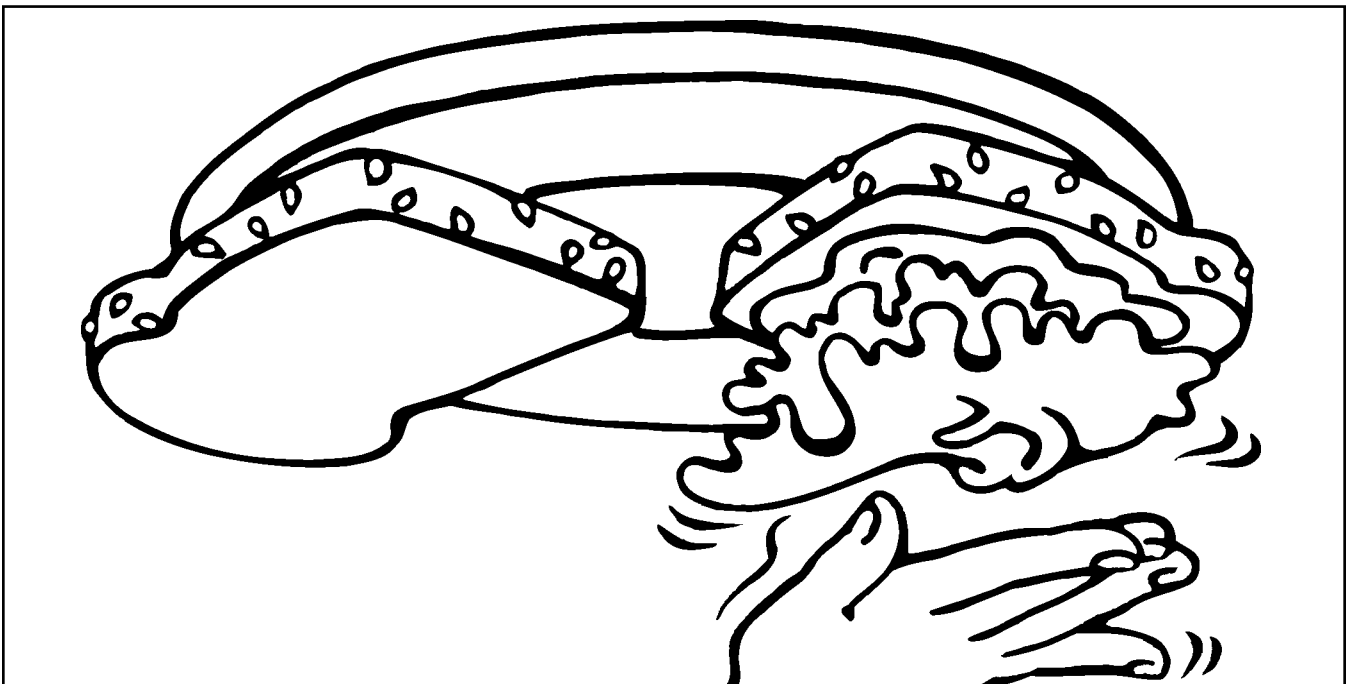


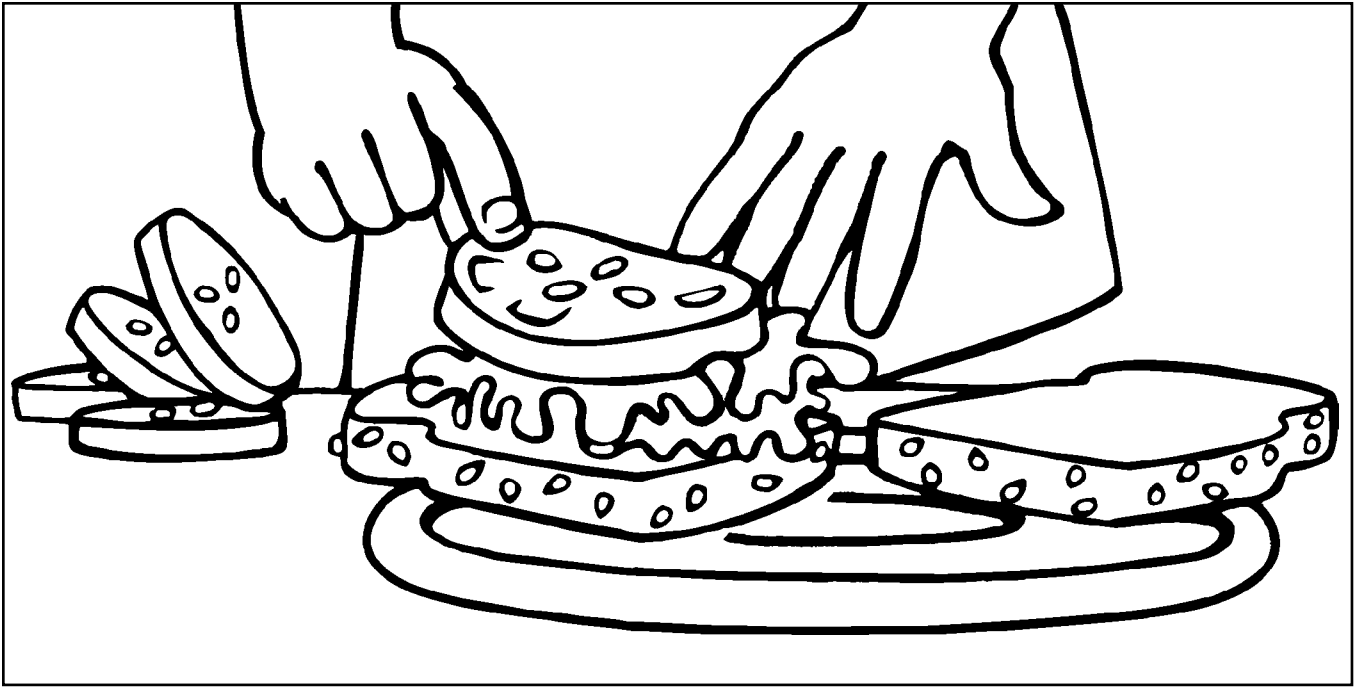
Put some butter on the bread.

5

Put some lettuce on the butter.

6



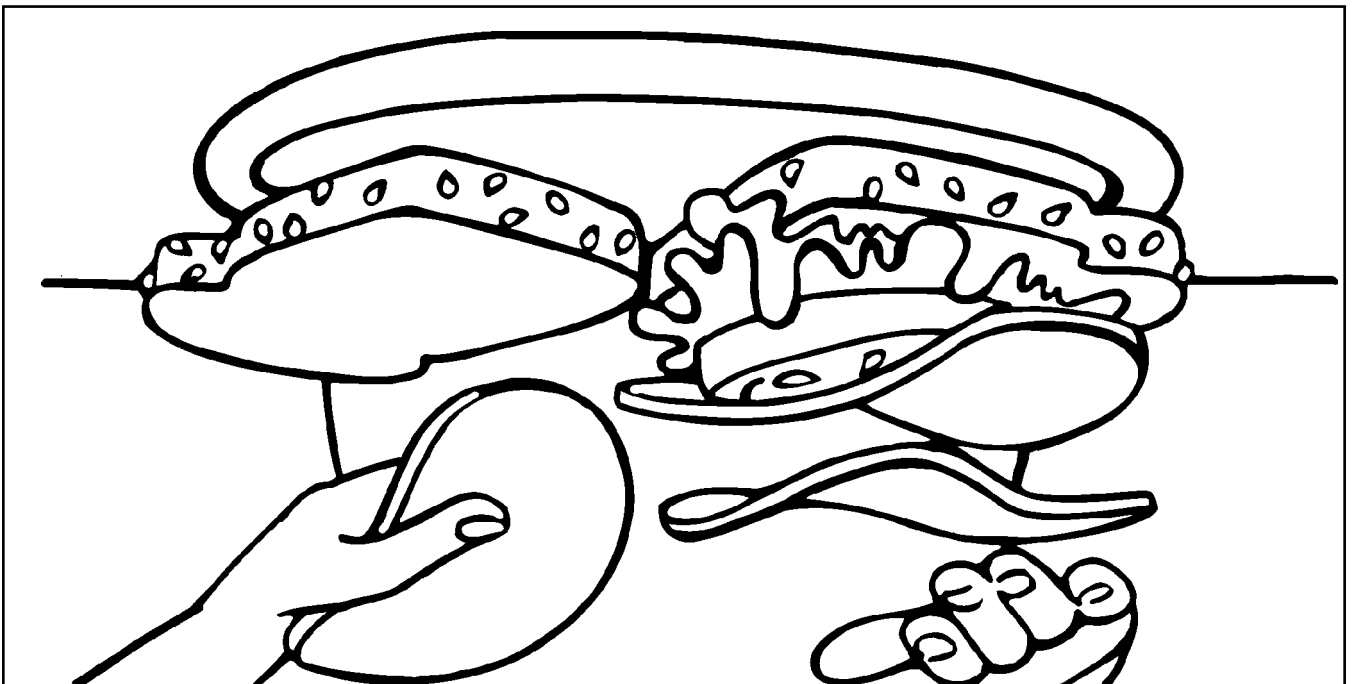


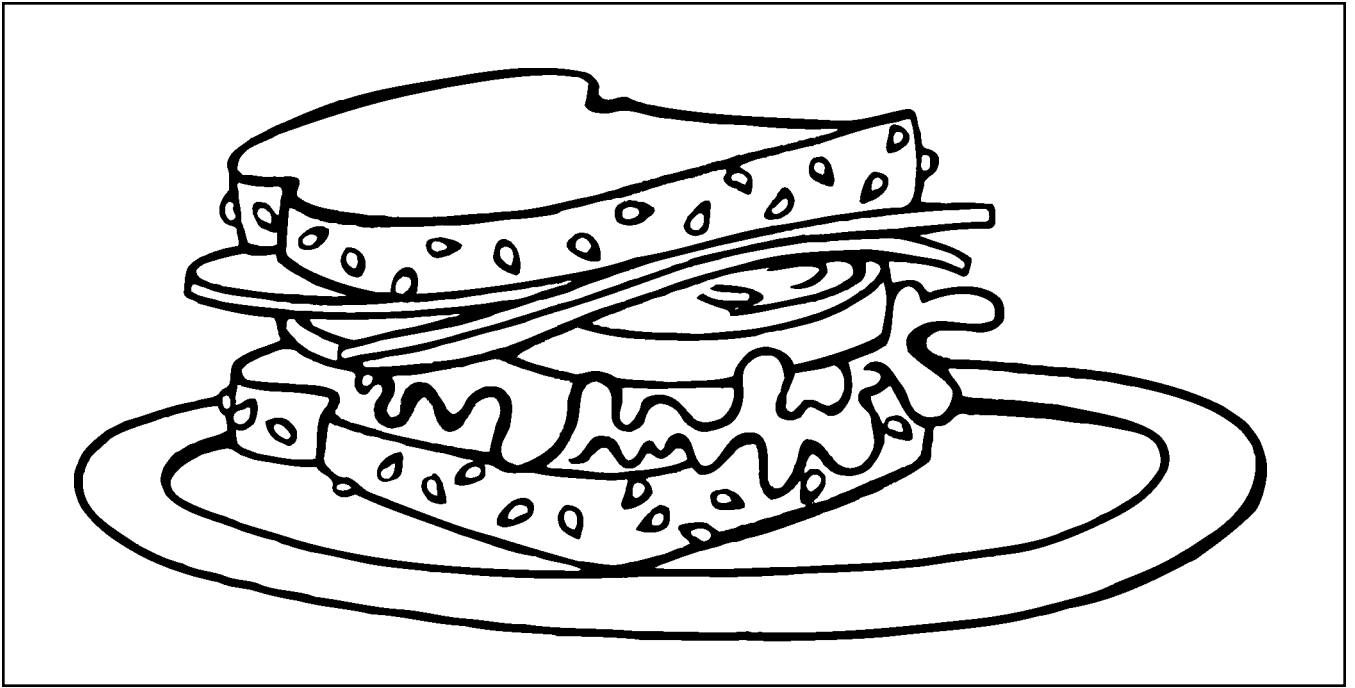
Put some tomatoes on the lettuce.

7

Put some meat on the tomatoes.

8





Put some bread on the meat.

9

Now take a big bite.
Yummy!

10



Reading a-z Running Record

Level B

Student's Name _____ Date _____

The Sandwich
43 words

Have the student read out loud as you record.

Assessed by _____

page		E = errors S-C = self-correction M = meaning S = structure V = visual				E	S-C	E			S-C		
								M	S	V	M	S	V
3	Let's make a sandwich.												
4	Get some bread.												
5	Put some butter on the bread.												
6	Put some lettuce on the butter.												
7	Put some tomatoes on the lettuce.												
8	Put some meat on the tomatoes.												
9	Put some bread on the meat.												
10	Now take a big bite.												
	Yummy!												
Totals													

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • B

Go Animals Go

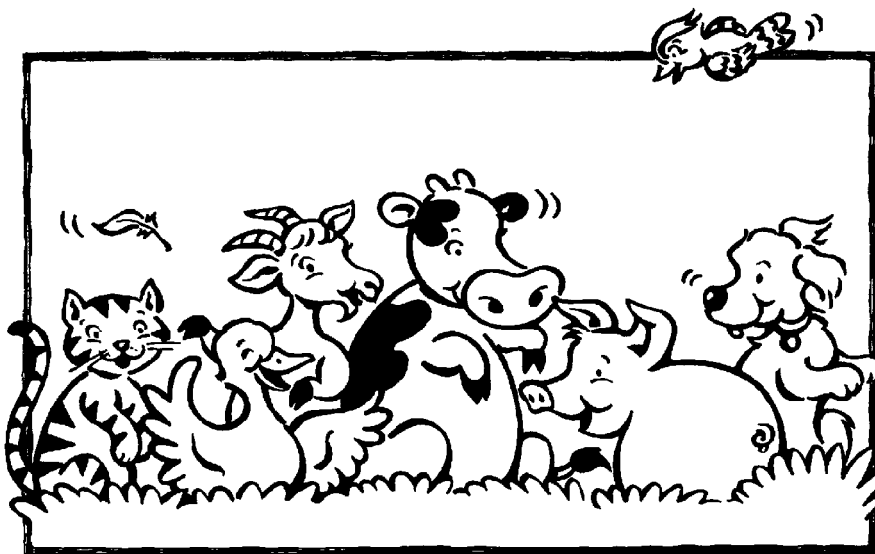


Written by Brian Roberts • Illustrated by Nora Voutas

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Go Animals Go

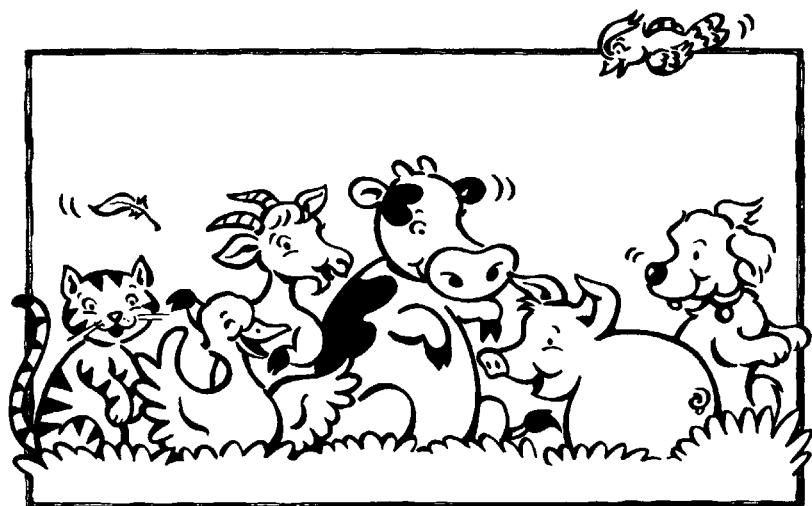
A Reading A-Z Level B Leveled Reader • Word Count: 44



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Go Animals Go



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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

LEVEL B
Correlation

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Level B leveled Reader
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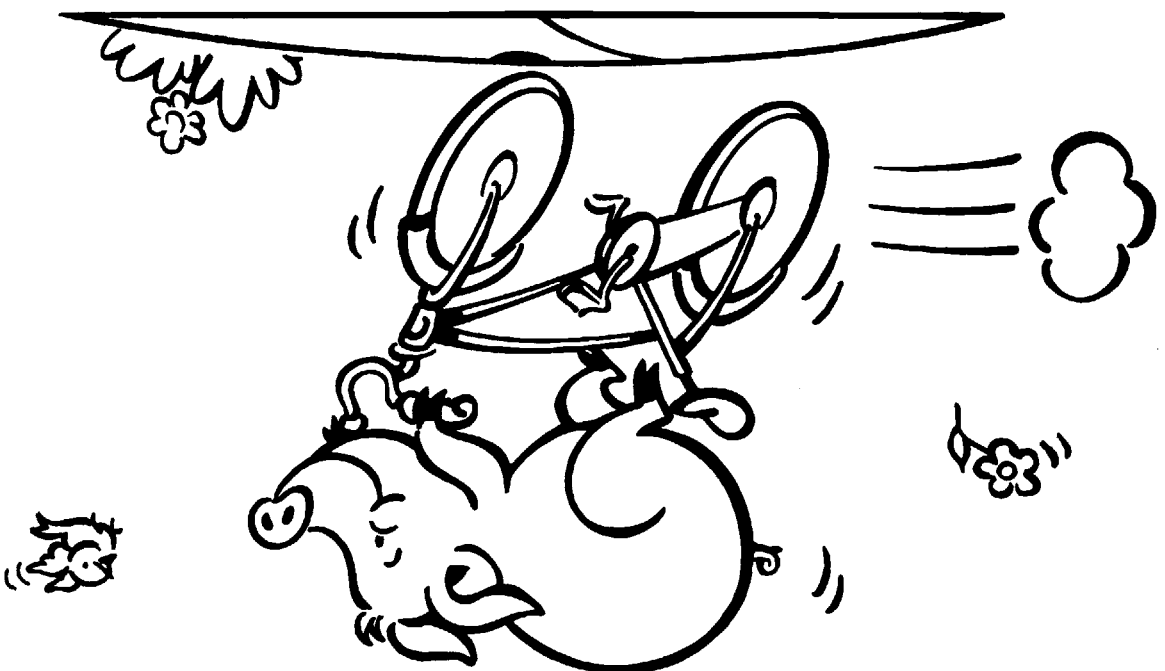


The cow is in a car.

3

The pig is on a bike.

4



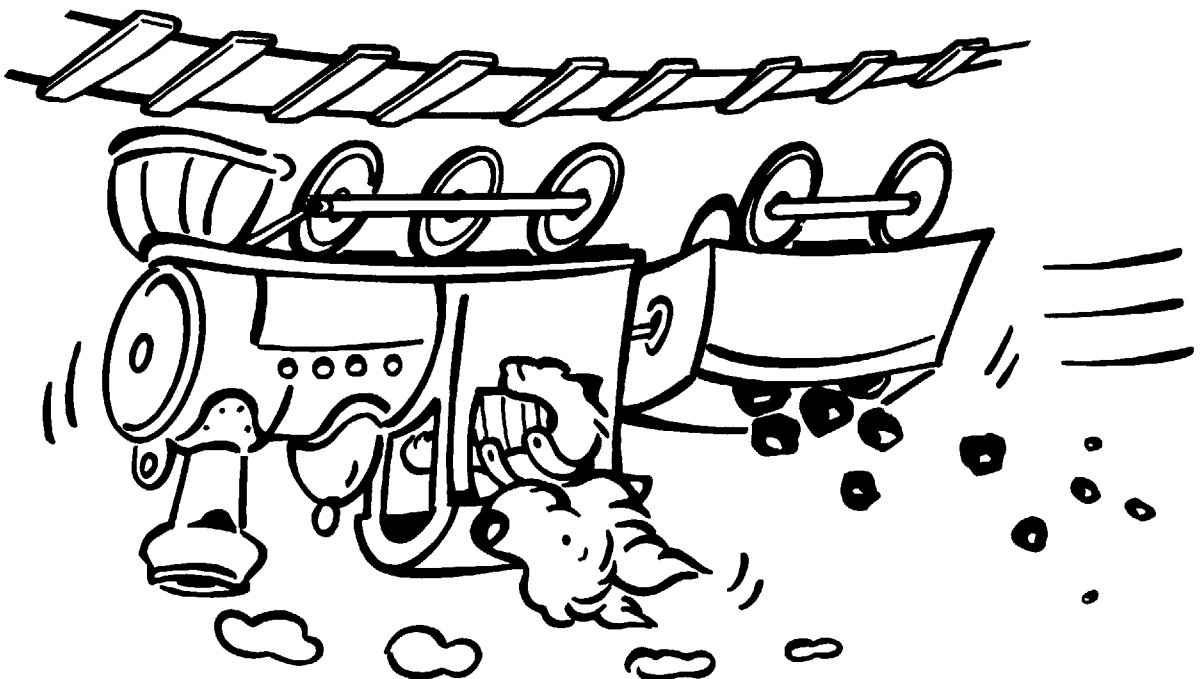


The goat is in a boat.

5

The dog is on a train.

9



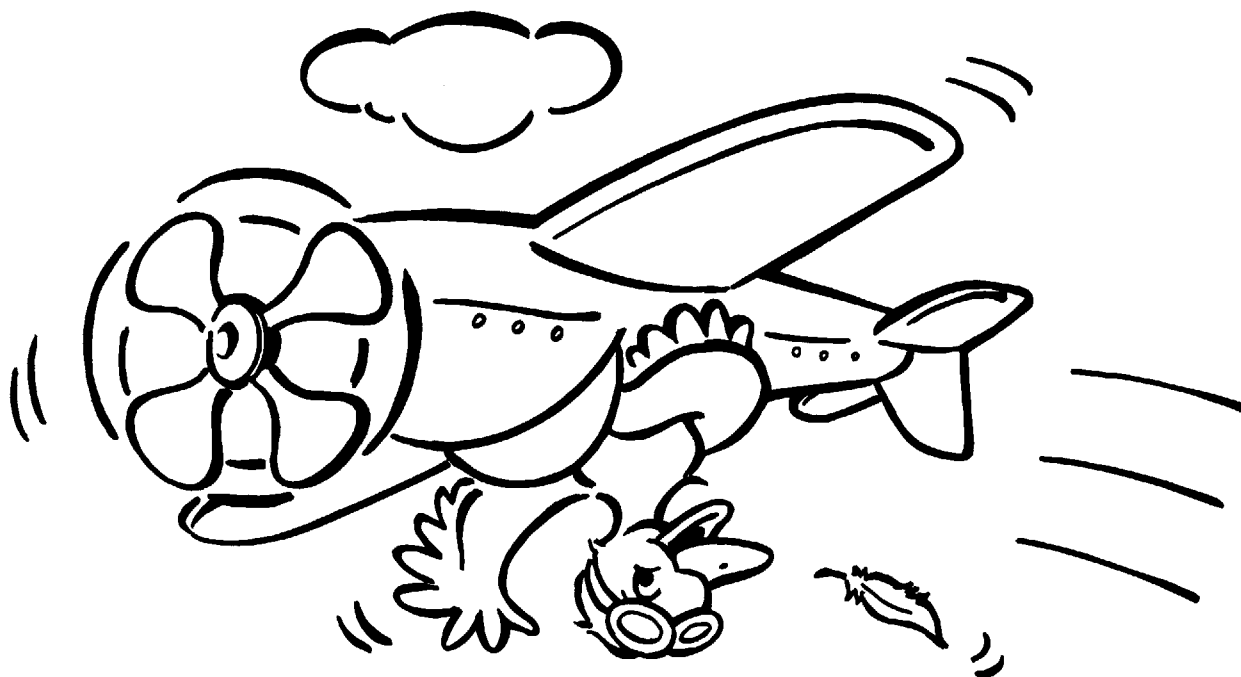


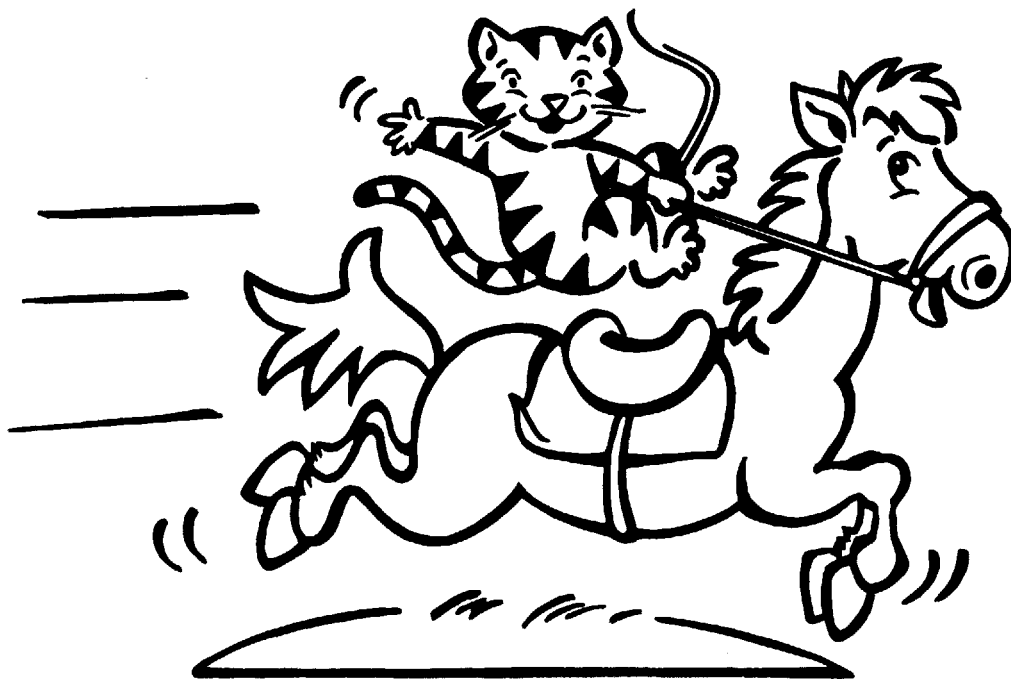
The bird is on skates.

7

The duck is in a plane.

8



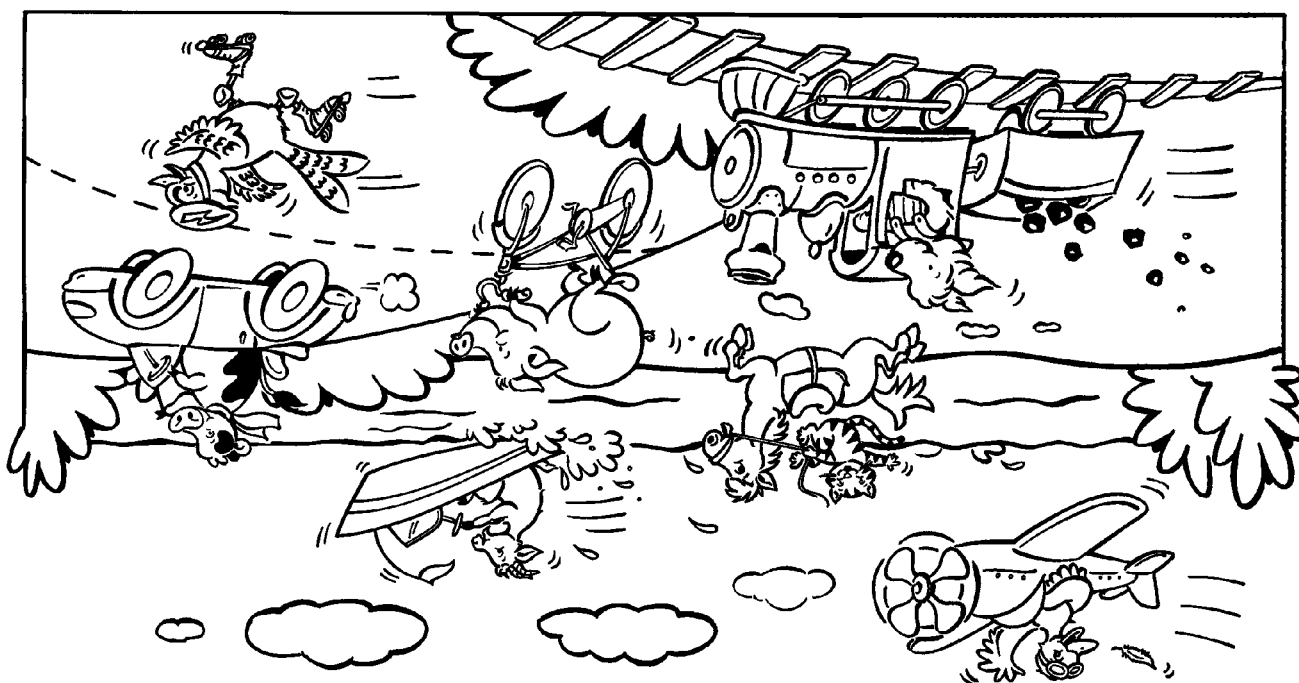


The cat is on a horse.

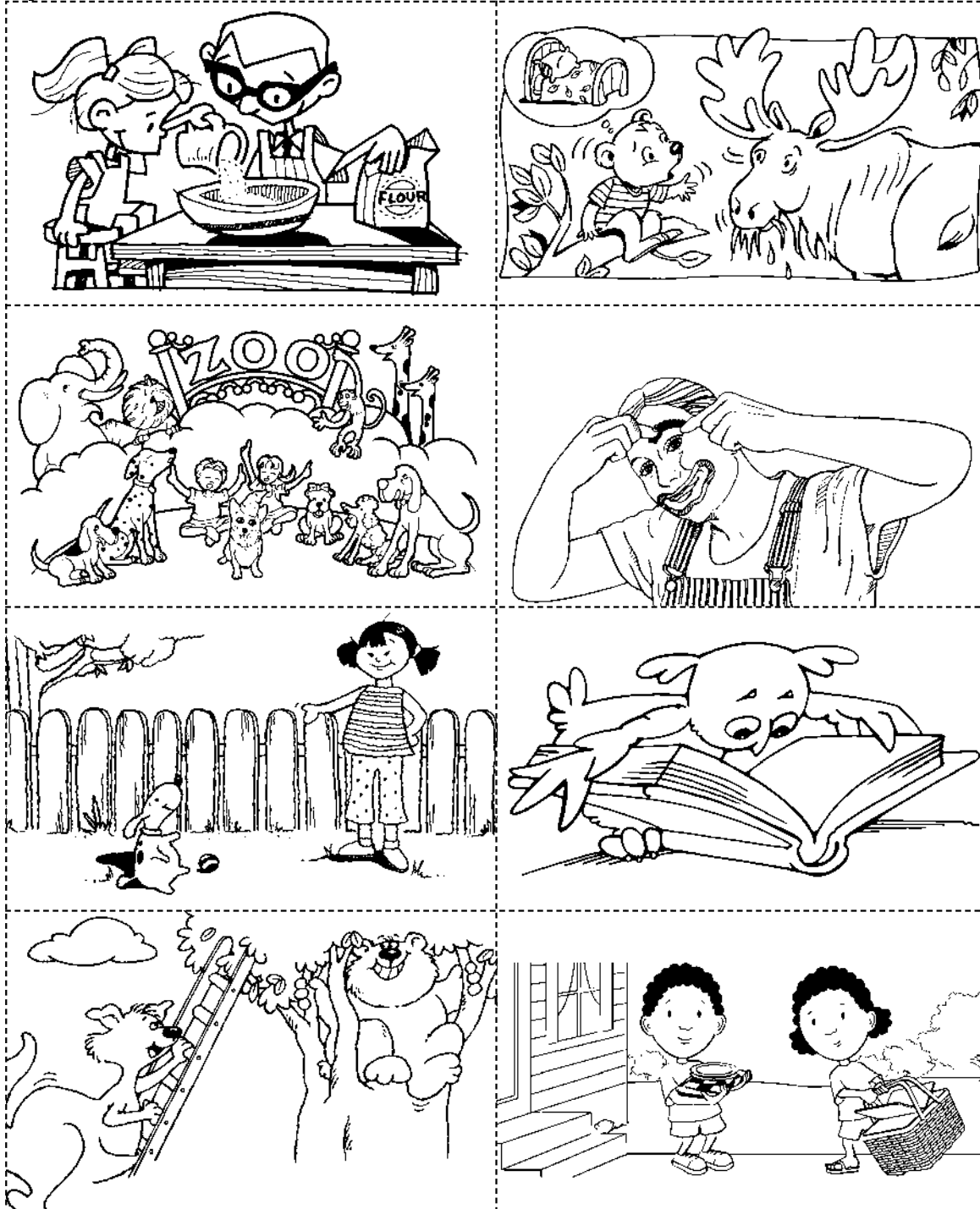
9

Go animals go.

01



Name _____



INSTRUCTIONS: Have students cut out the pictures. Have them paste them under the headings *reality* or *fantasy* on worksheet 1B.

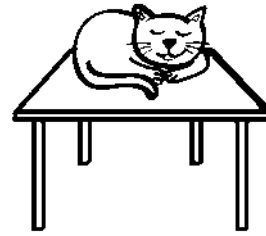
Name _____

Reality 	Fantasy 

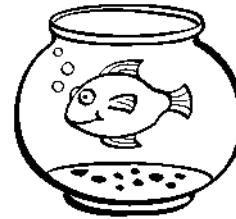
INSTRUCTIONS: Have students paste the pictures from worksheet 1A in the correct column.

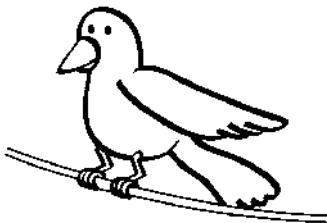
Name _____

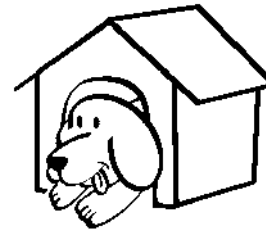








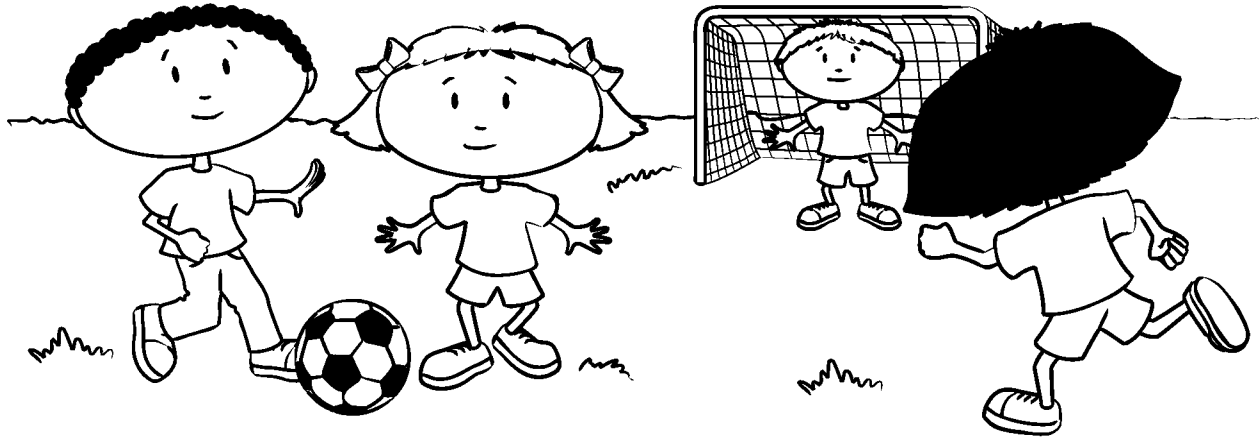




INSTRUCTIONS: Have students look at each picture. If the animal is in something, have students write the word *in* under the picture. If the animal is on something, have students write the word *on* under the picture.

LEVELED READER • B

Games We Play

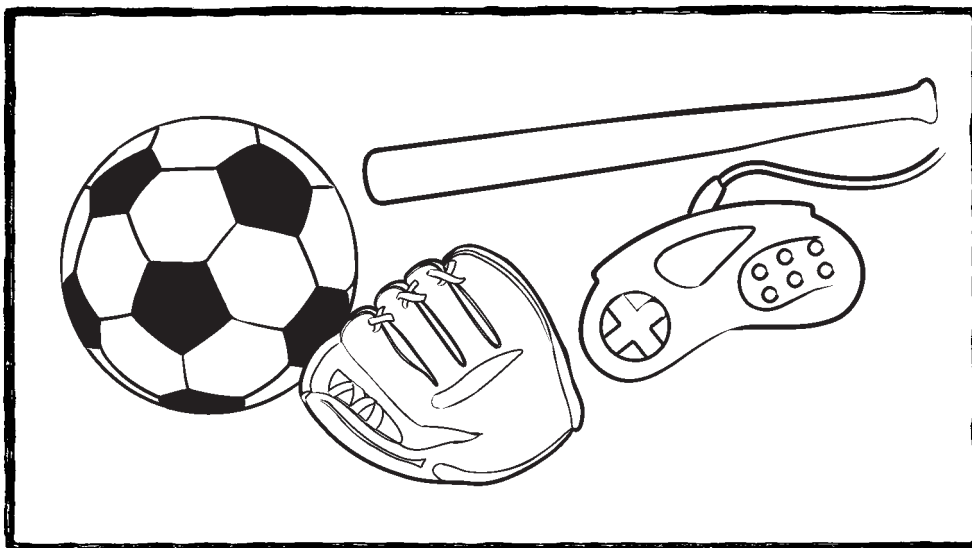


Written by Noy Saetia • Illustrated by Signe Nordin

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Games We Play

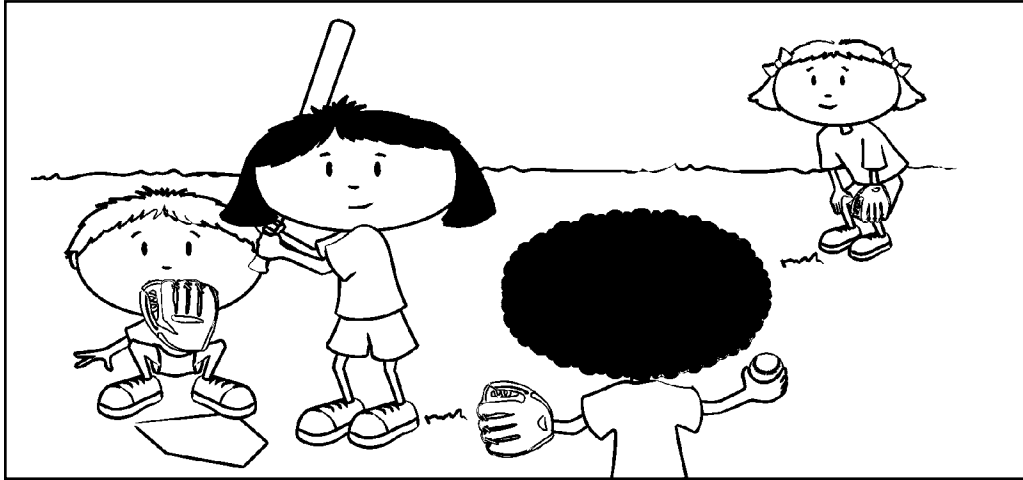
A Reading A-Z Level B Leveled Reader • Word Count: 45



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Games We Play



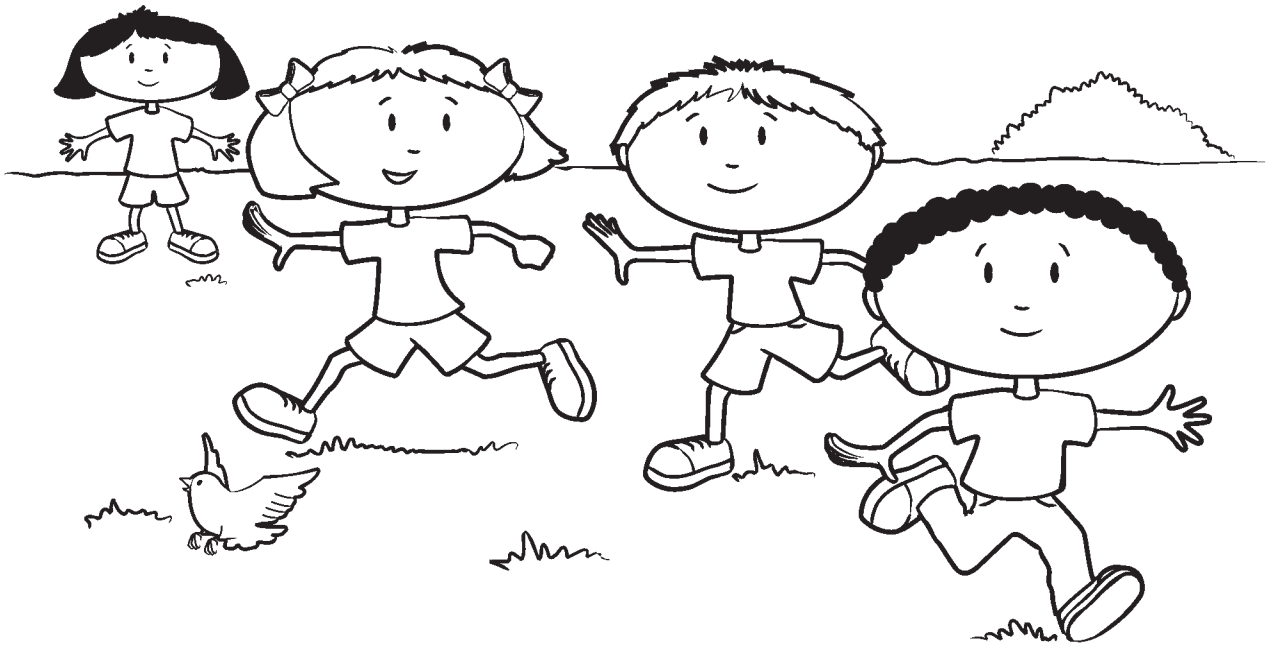
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Illustrated by Signe Nordin

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

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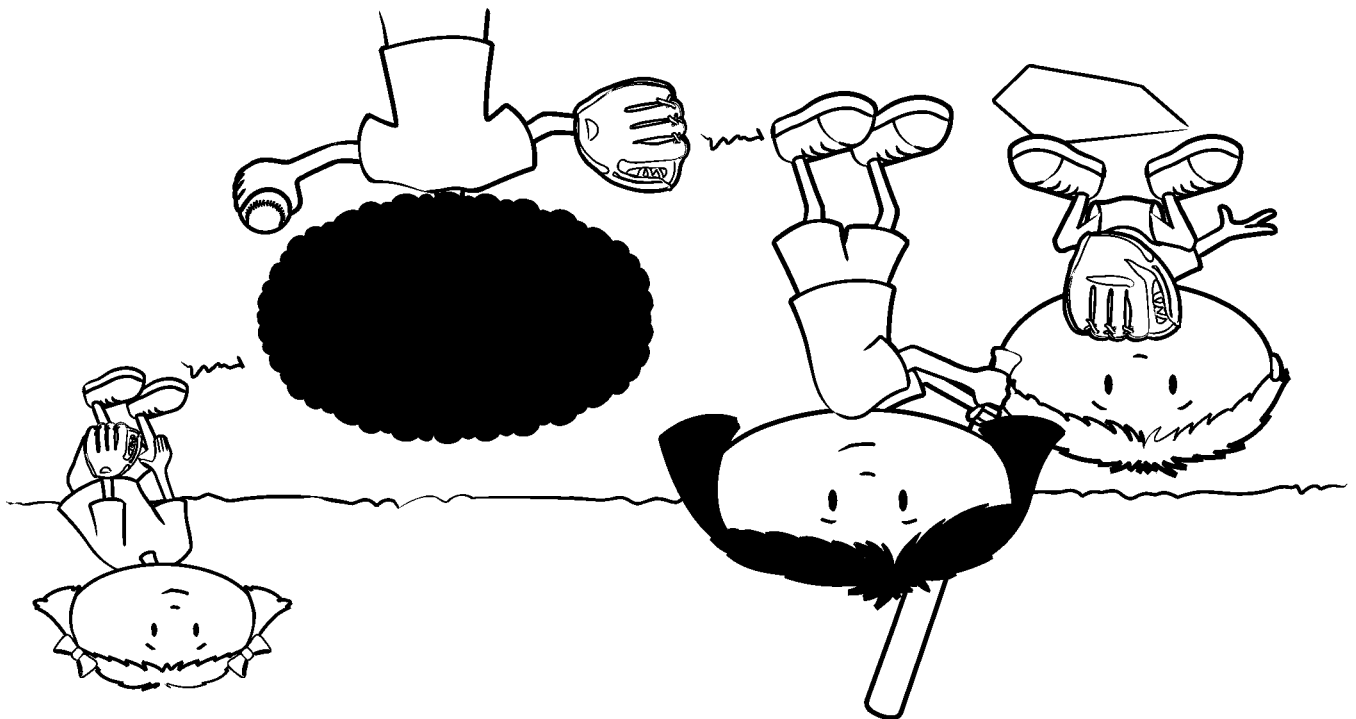


We like to play tag.

3

We like to play baseball.

4





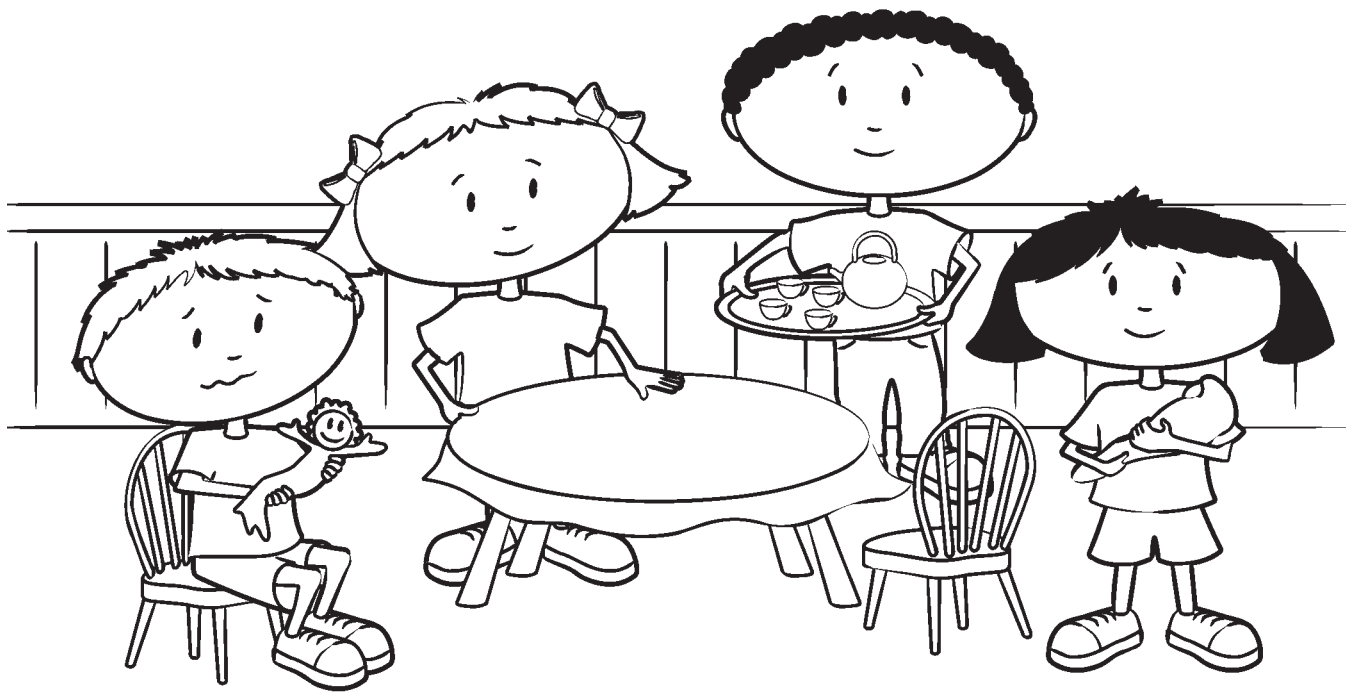
We like to play soccer.

5

We like to play dress-up.

9



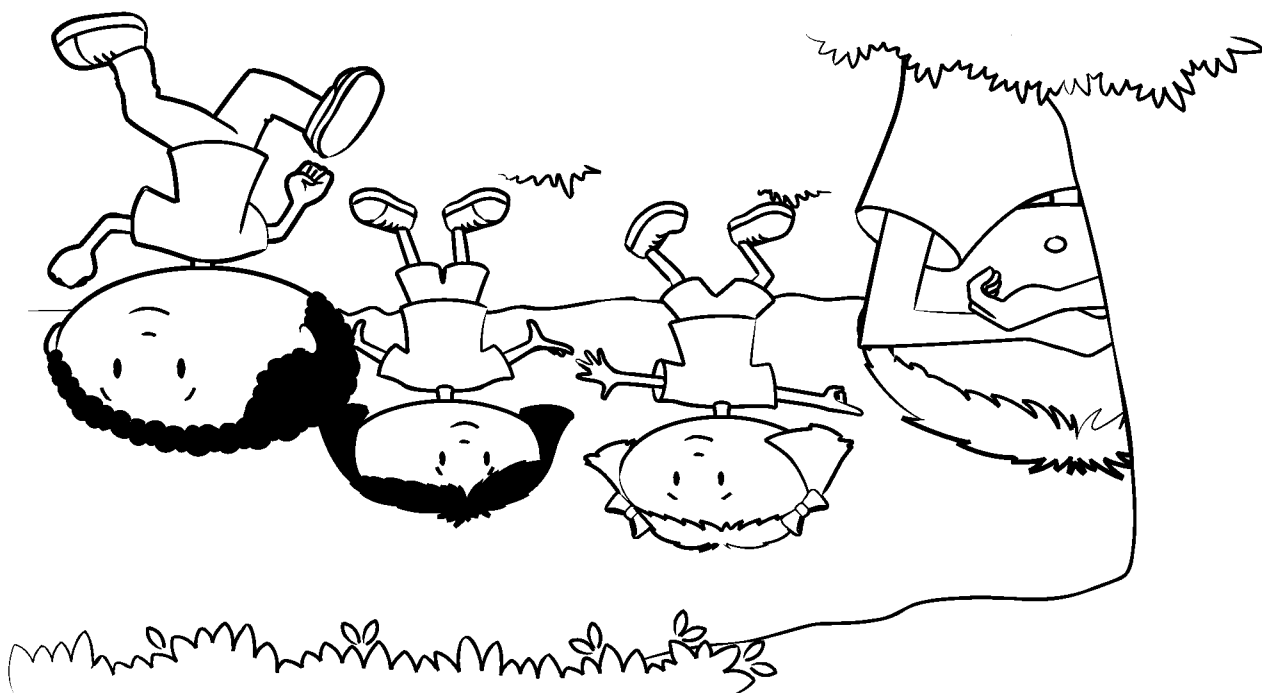


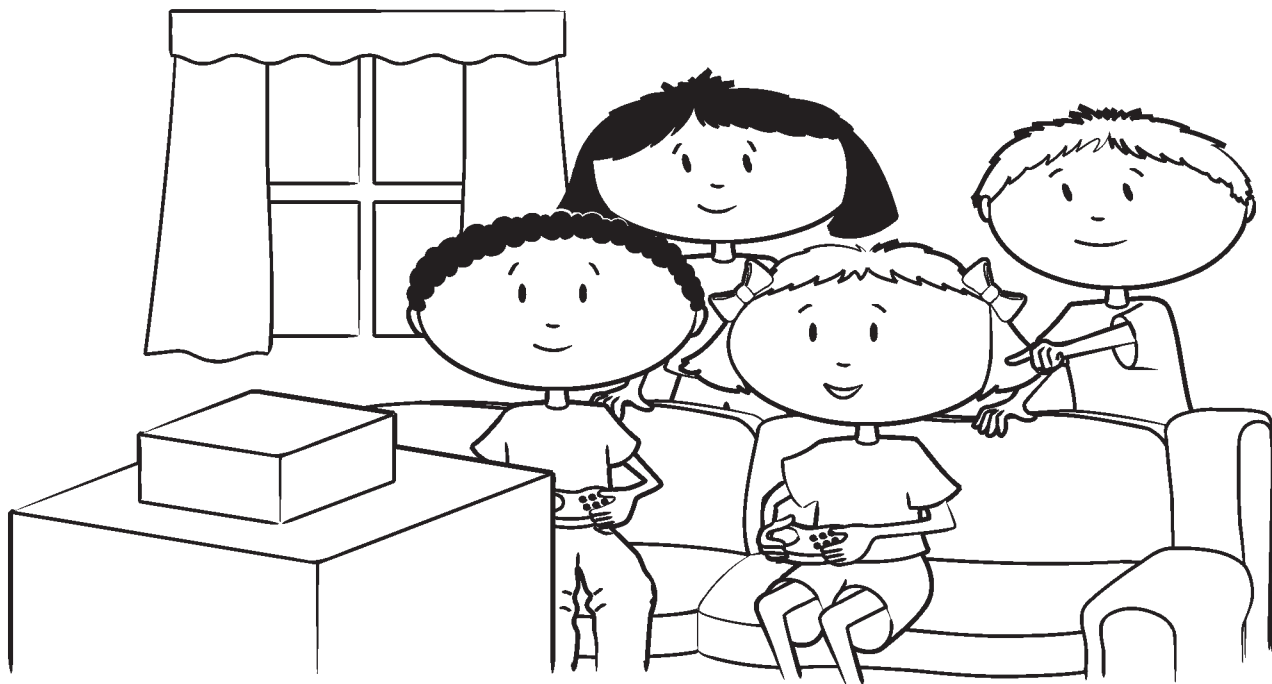
We like to play house.

7

We like to play hide and seek.

8



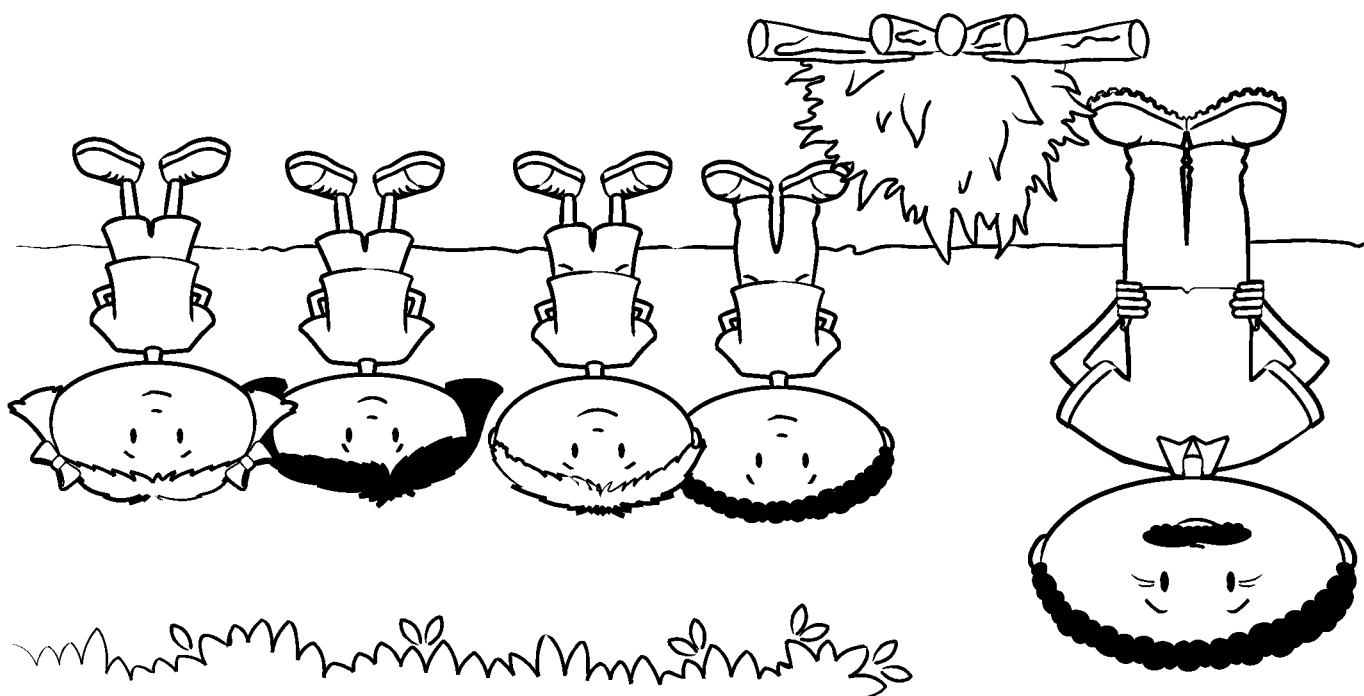


We like to play video games.

9

But we do not play with fire.

10



Name _____

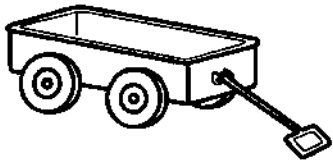
Game: _____

Both Games

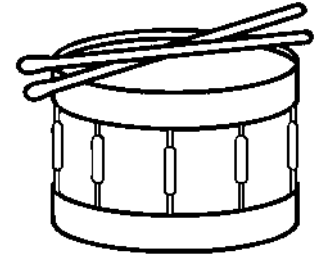
Game: _____

INSTRUCTIONS: Help students choose two games from the book and write them in the blanks. Then have students write or draw how the games are alike and different.

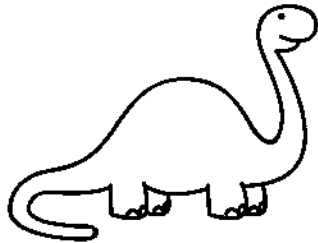
Name _____

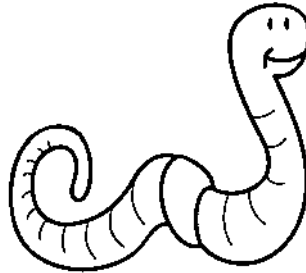


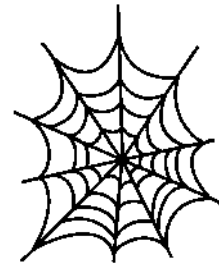




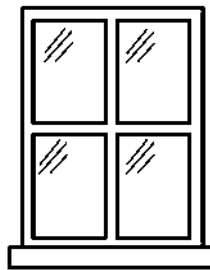
GAMES WE PLAY • LEVEL B • 2









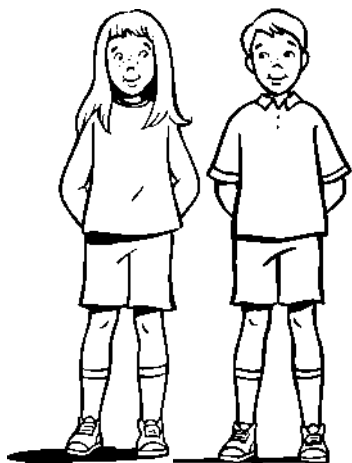




SKILL: INITIAL CONSONANT Ww

INSTRUCTIONS: Have students name each picture with you. Then have them write the letter *Ww* under each picture whose name starts with the /w/ sound.

Name _____



GAMES WE PLAY • LEVEL B • 3



they

they

he

he

she

she

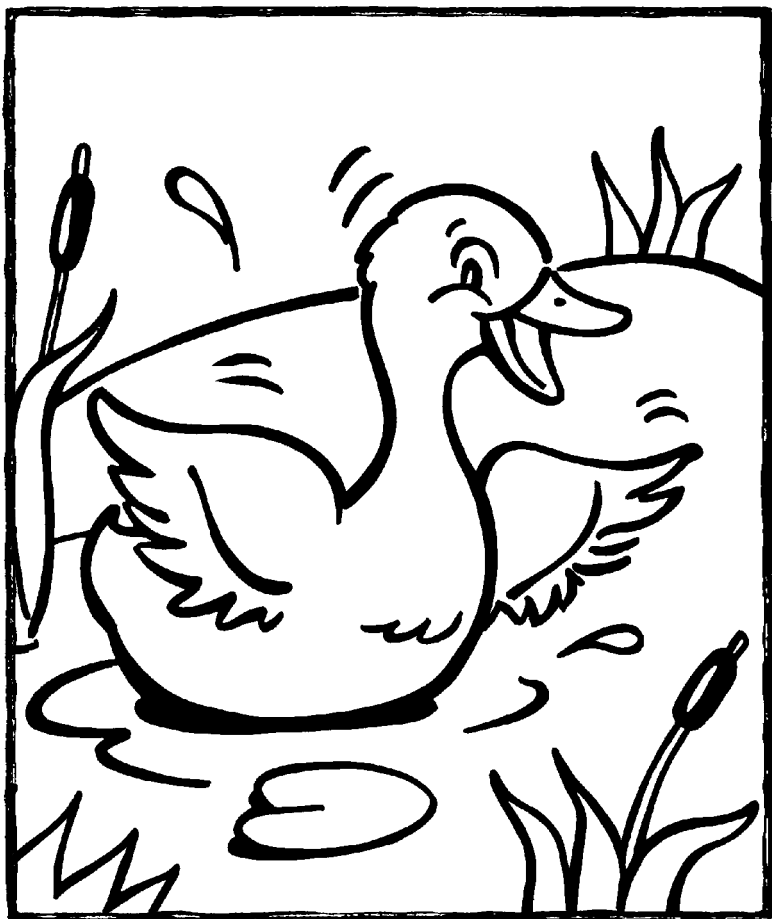
SKILL: PRONOUNS

INSTRUCTIONS: Have students cut out the pronouns and paste them under the correct picture.

On the Farm

A Reading A-Z Level B Leveled Reader

Word Count: 47



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LEVELED READER • B

On the Farm



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On the Farm



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Illustrated by Nora Voutas

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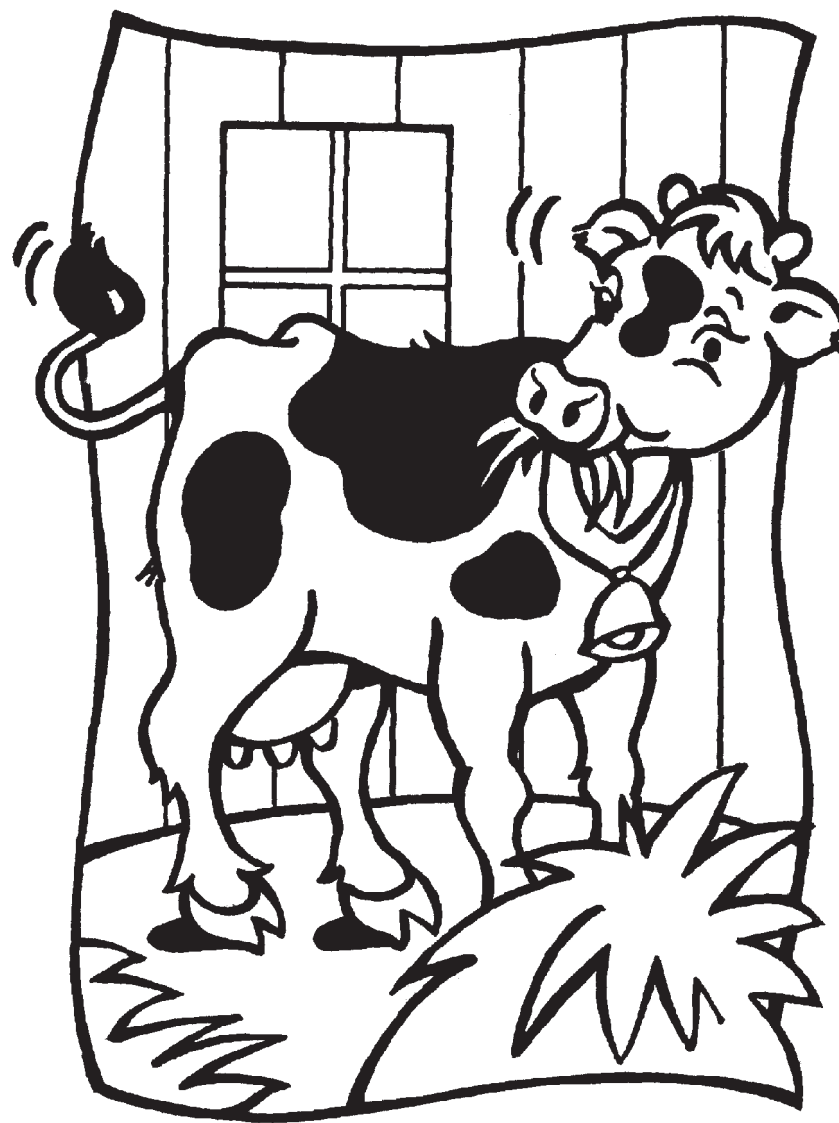
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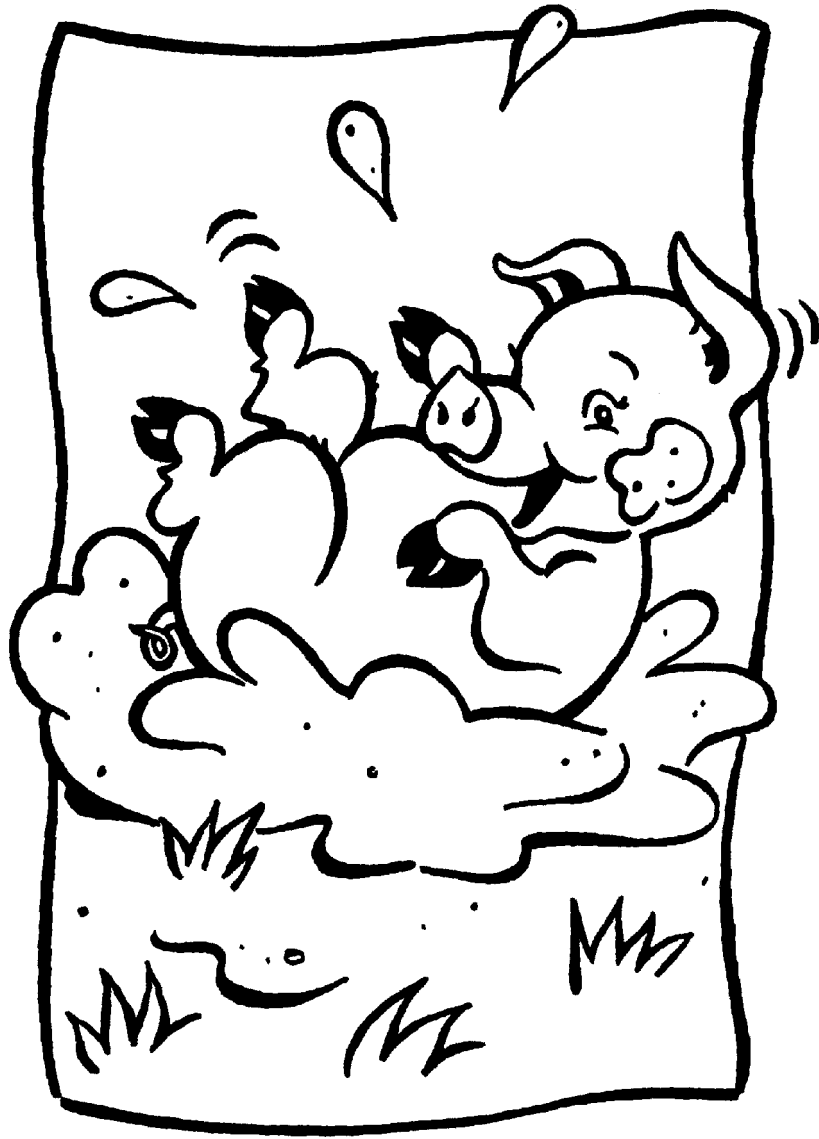
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



A dog is in a house.



A cow is in a barn.



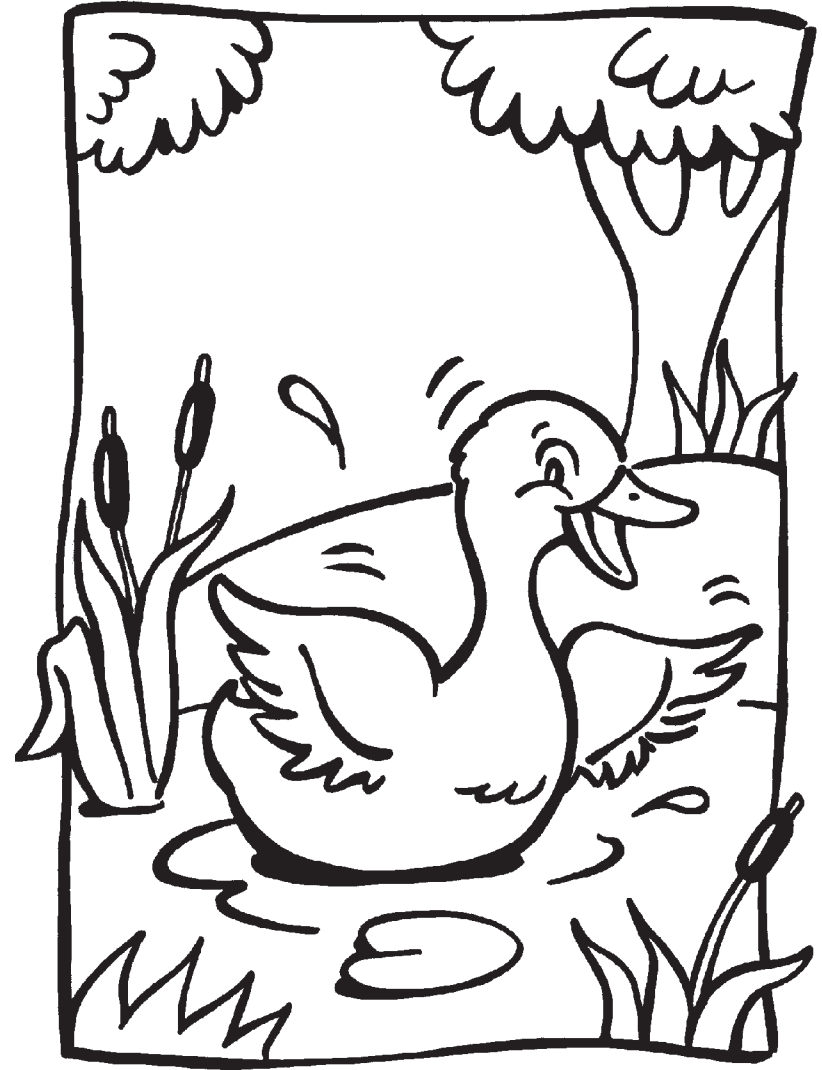
A pig is in the mud.



A chicken is in the hay.



A goat is in a field.



A duck is on a pond.

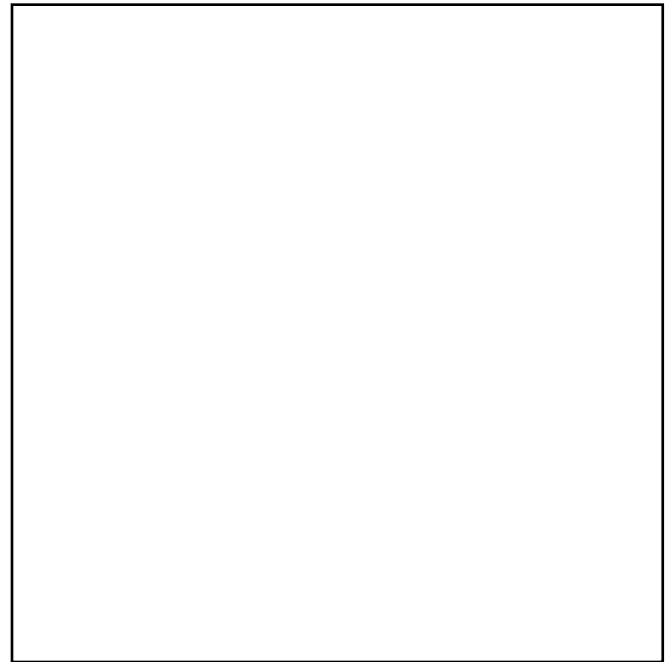
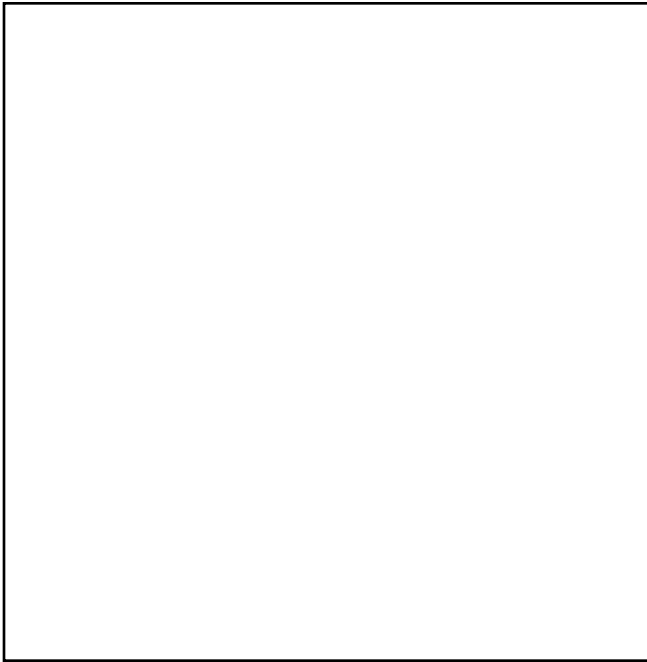


A sheep is on a hill.



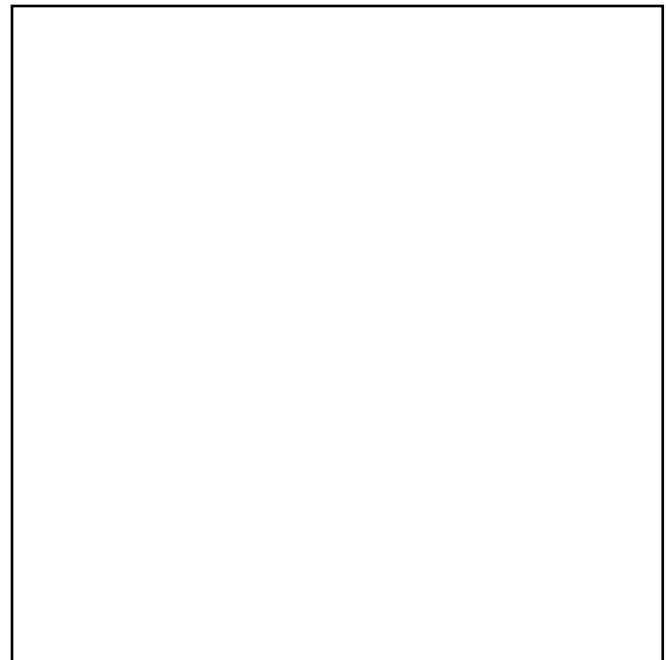
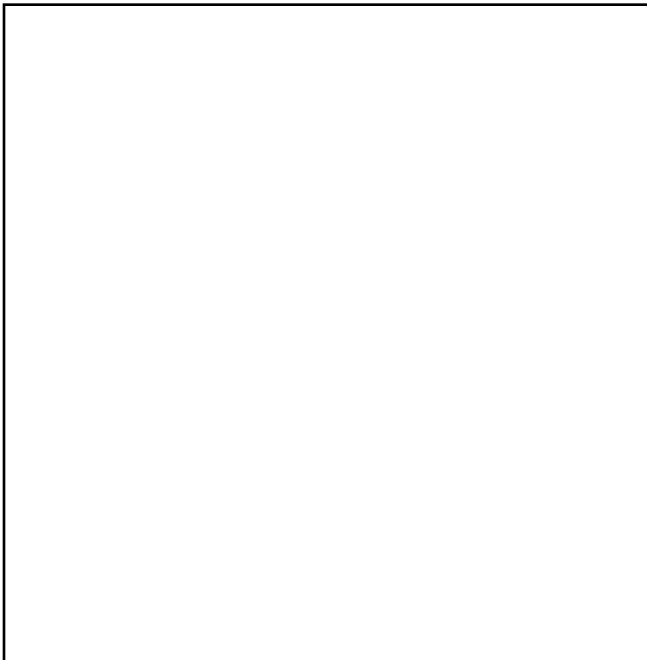
Animals are on a farm.

Name _____



ON THE FARM • LEVEL B • 1

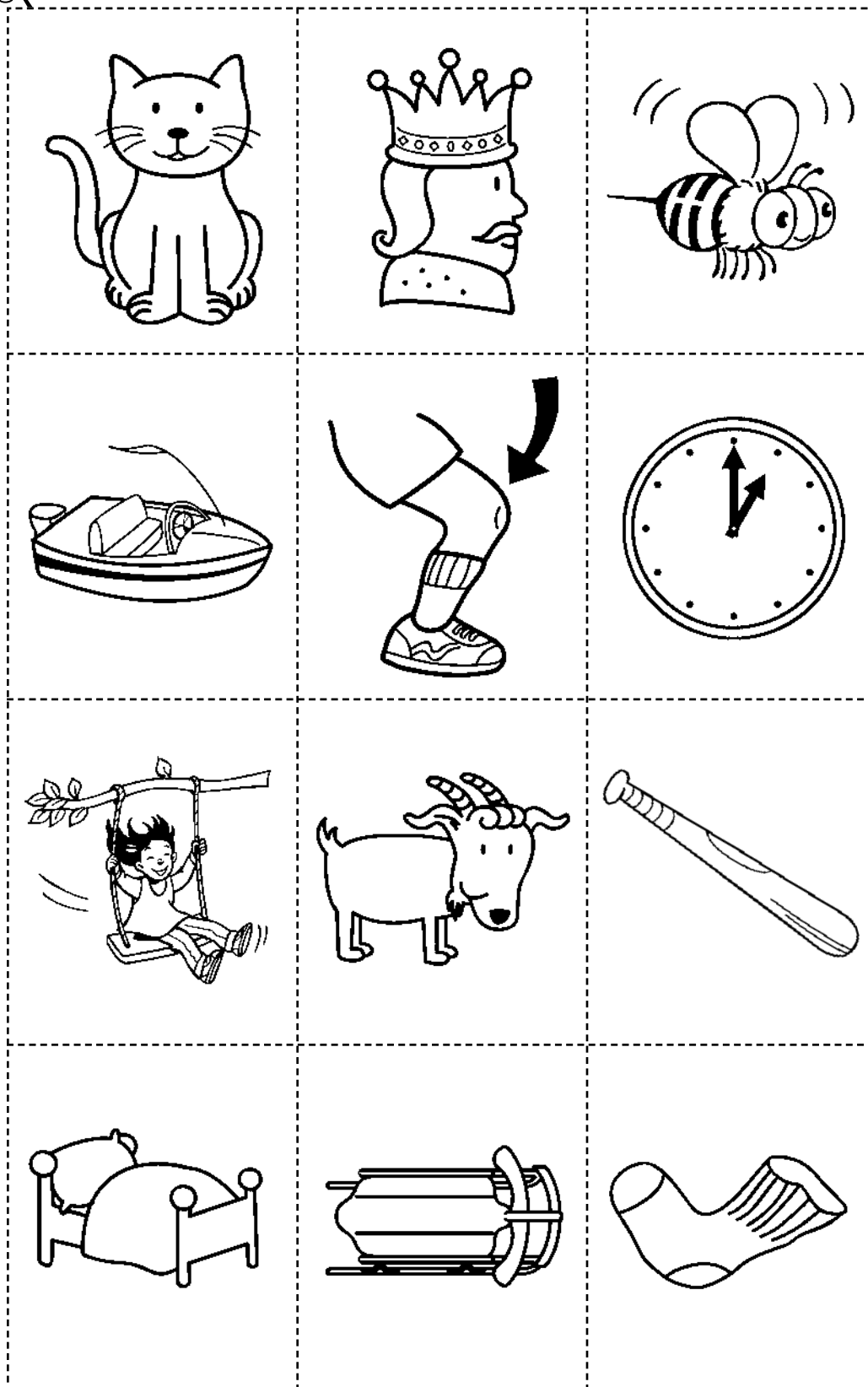
Different animals can live on a farm.



SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea with students. Then have them draw and label details from the book in the boxes.

Name _____



INSTRUCTIONS: Name each picture with students. Then have them cut out the pictures and match them into pairs that rhyme.

LEVELED READER • B

I Read a Book



Written by Ned Jensen • Illustrated by John Kastner

www.readinga-z.com

I Read a Book

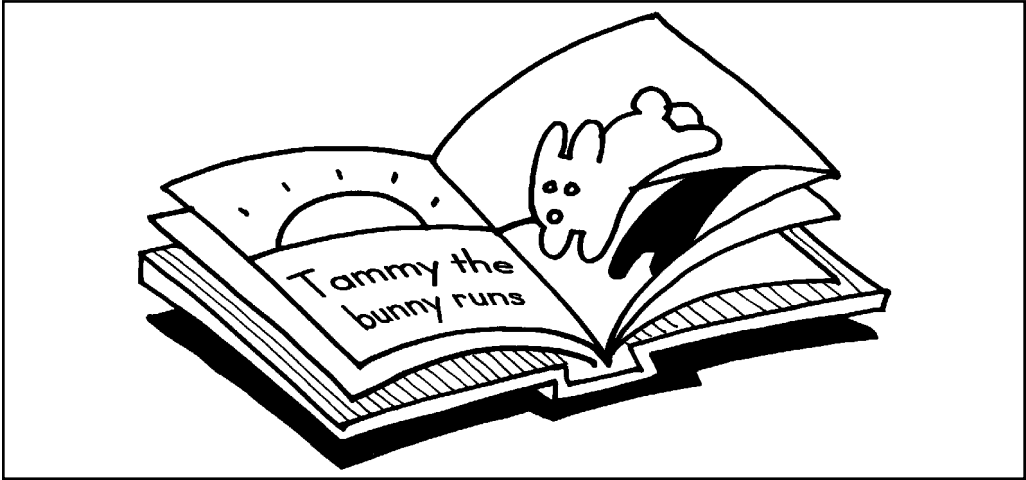
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I Read a Book



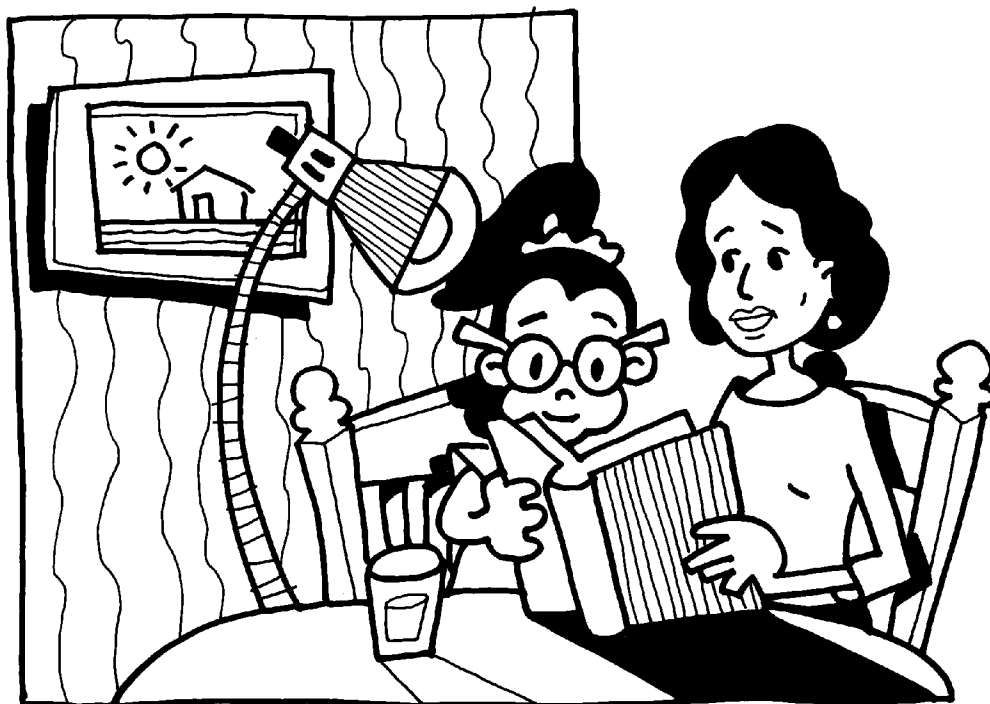
Written by Ned Jensen
Illustrated by John Kastner

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

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I read with my mom.

3

I read with my dad.

h





I read with my grandma.

5

I read with my grandpa.

9





I read with my aunt.

7

I read with my sister.

8



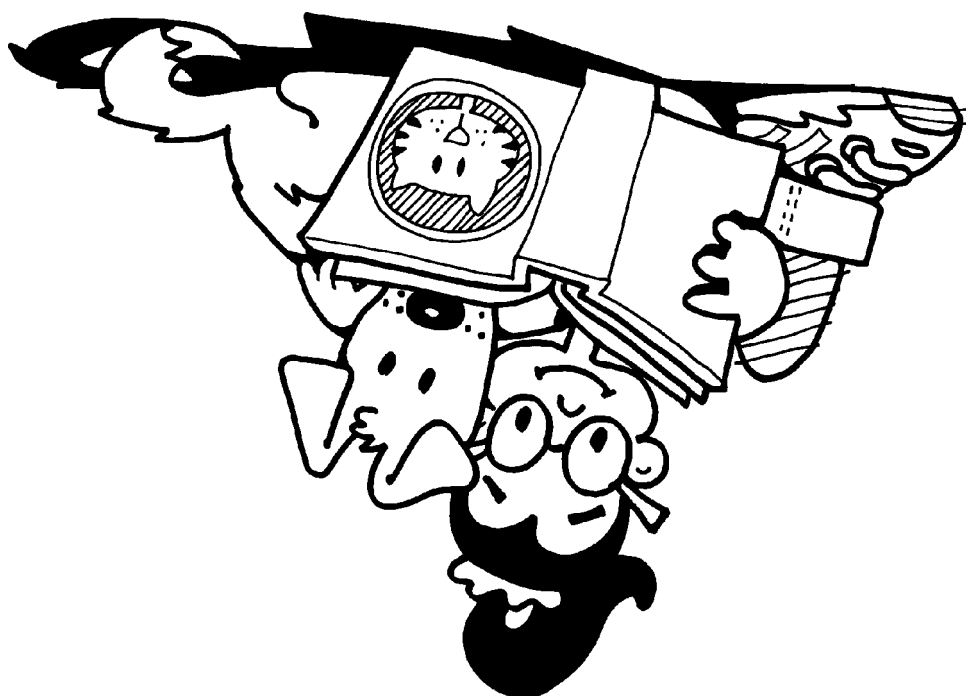


I read with my brother.

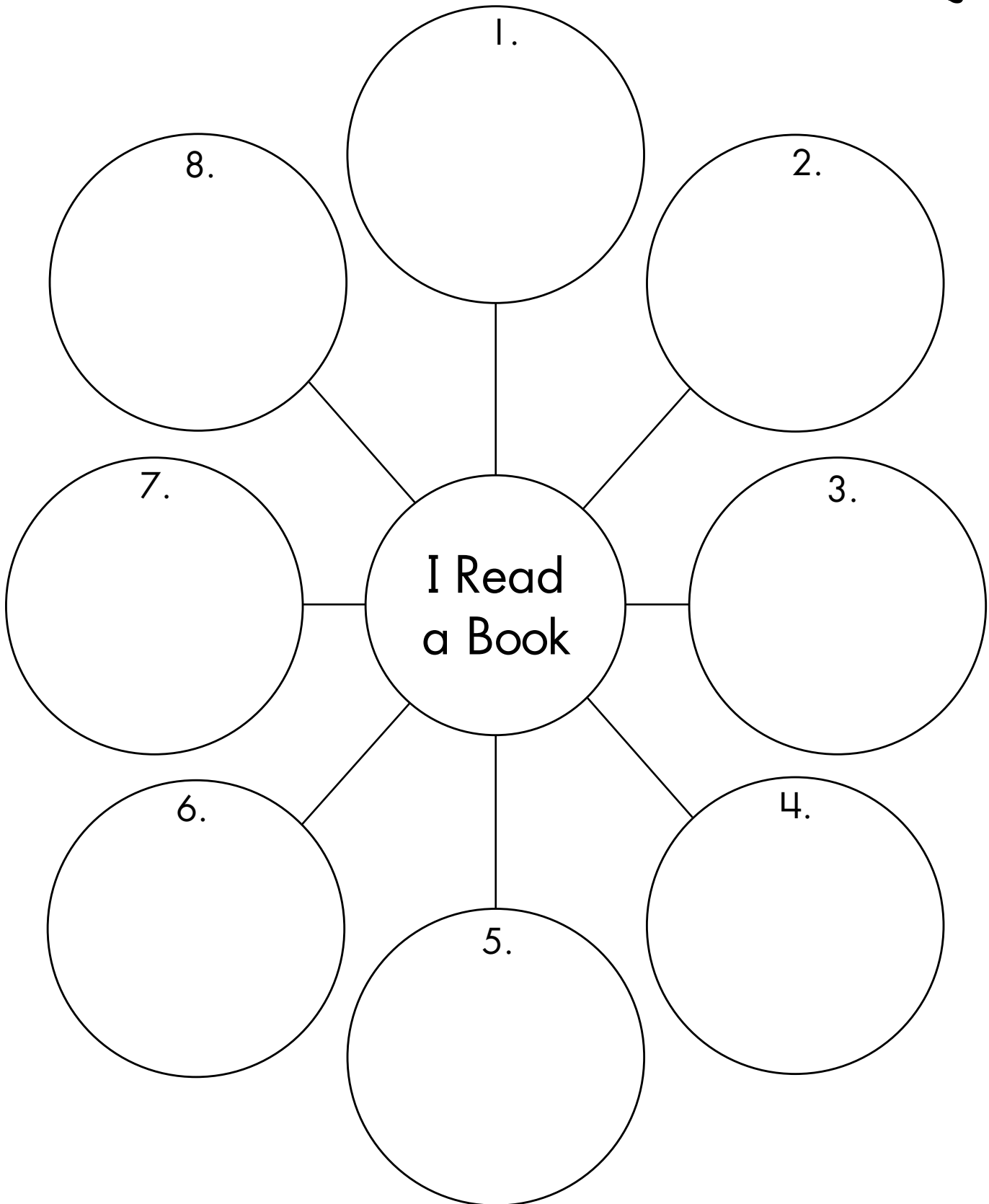
9

I read to my dog.

10



Name _____



INSTRUCTIONS: Have students draw a picture of each person the girl read with in the order in which they happened in the book. Invite them to use the book as a guide. Then have them use the web to retell the story in detail.

Name _____















mom	grandpa	sister
dad	brother	grandma

INSTRUCTIONS: Have students cut out the words for family members and paste them under the correct picture.

LEVELED READER • B

It Is Spring

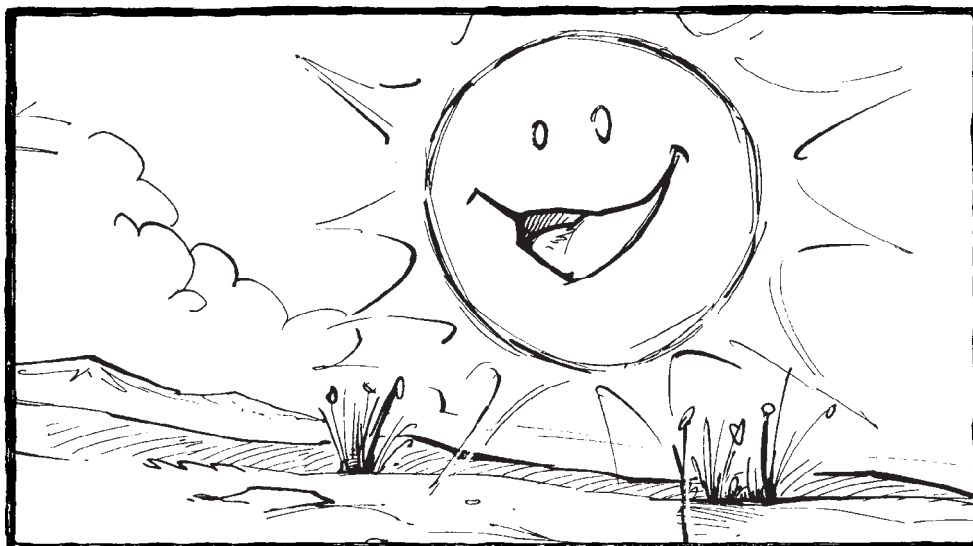


Written by Cheryl Ryan • Illustrated by A. Spencer

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It Is Spring

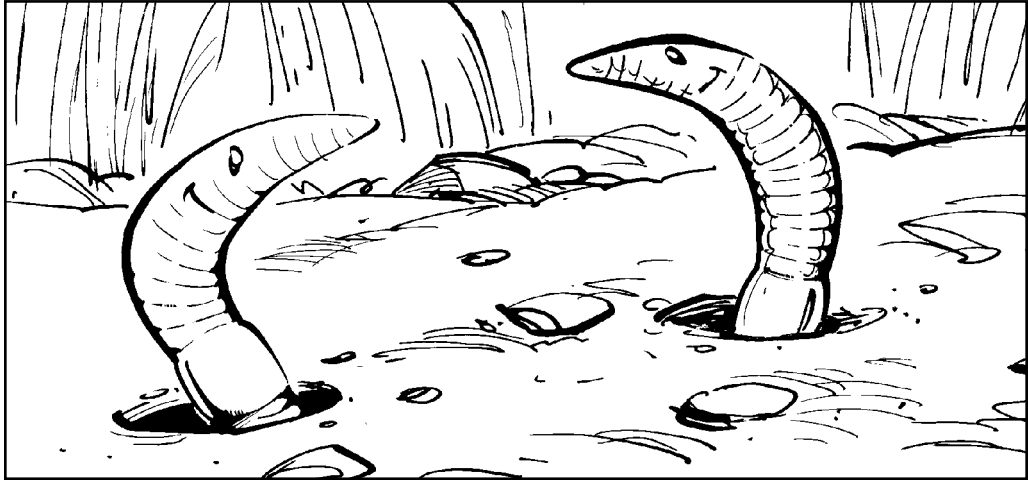
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It Is Spring



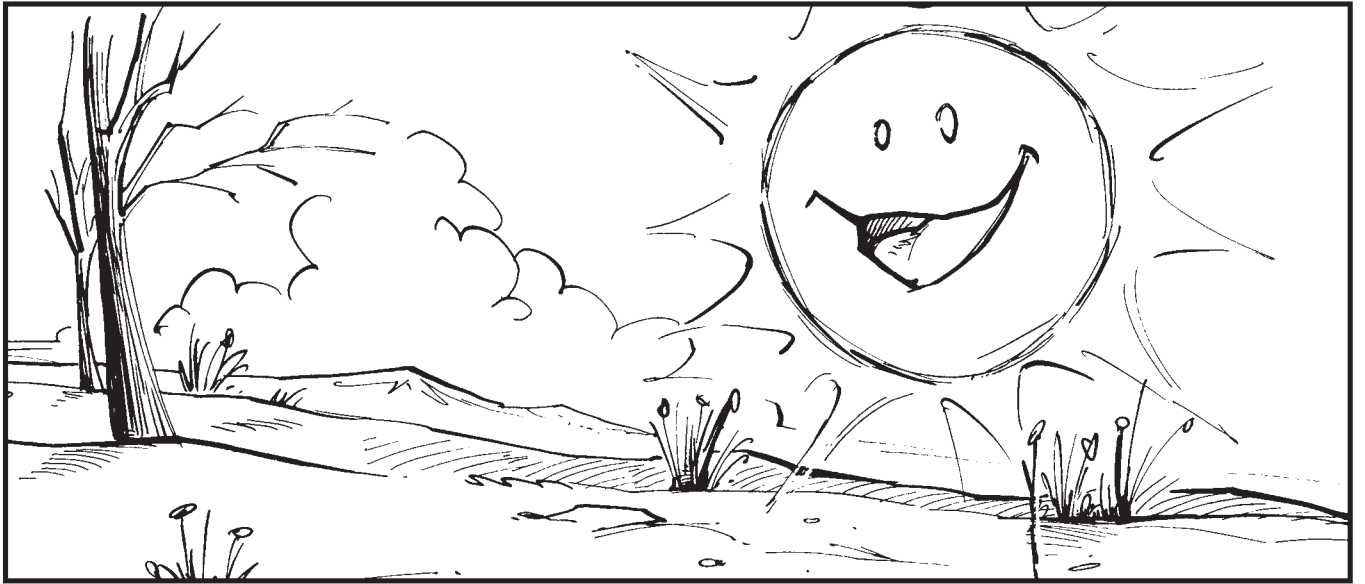
Written by Cheryl Ryan
 Illustrated by A. Spencer

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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

LEVEL B
Correlation

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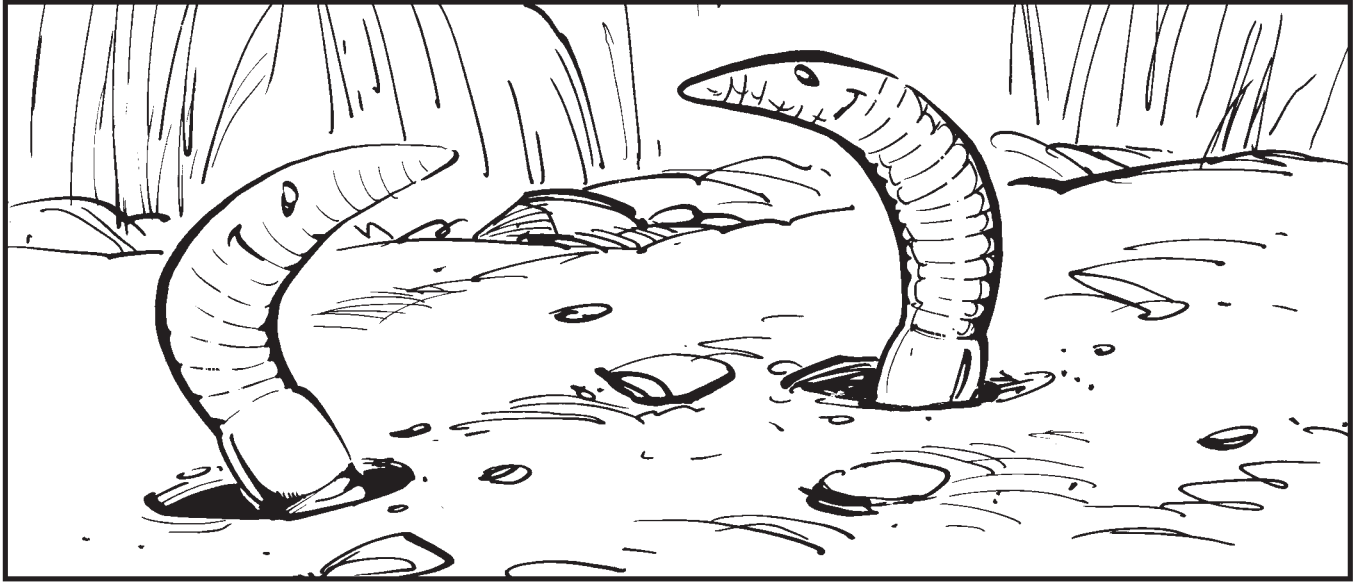
The sun pops up.

3

The flowers pop out.

4



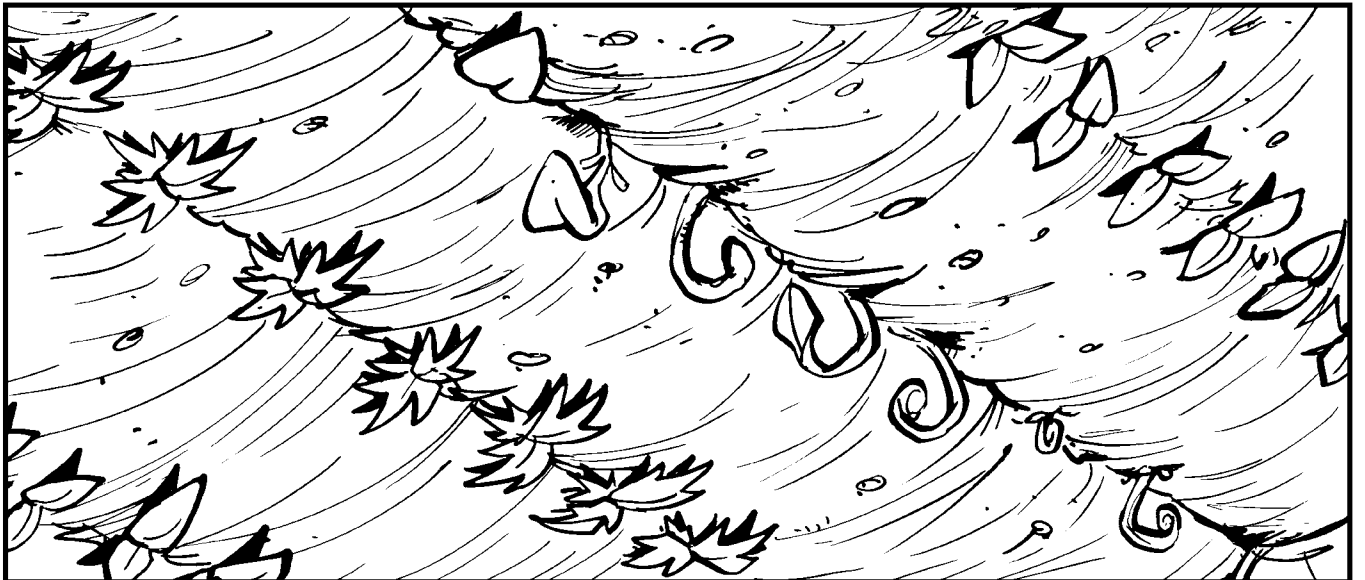


The worms pop up.

5

The plants pop up.

6



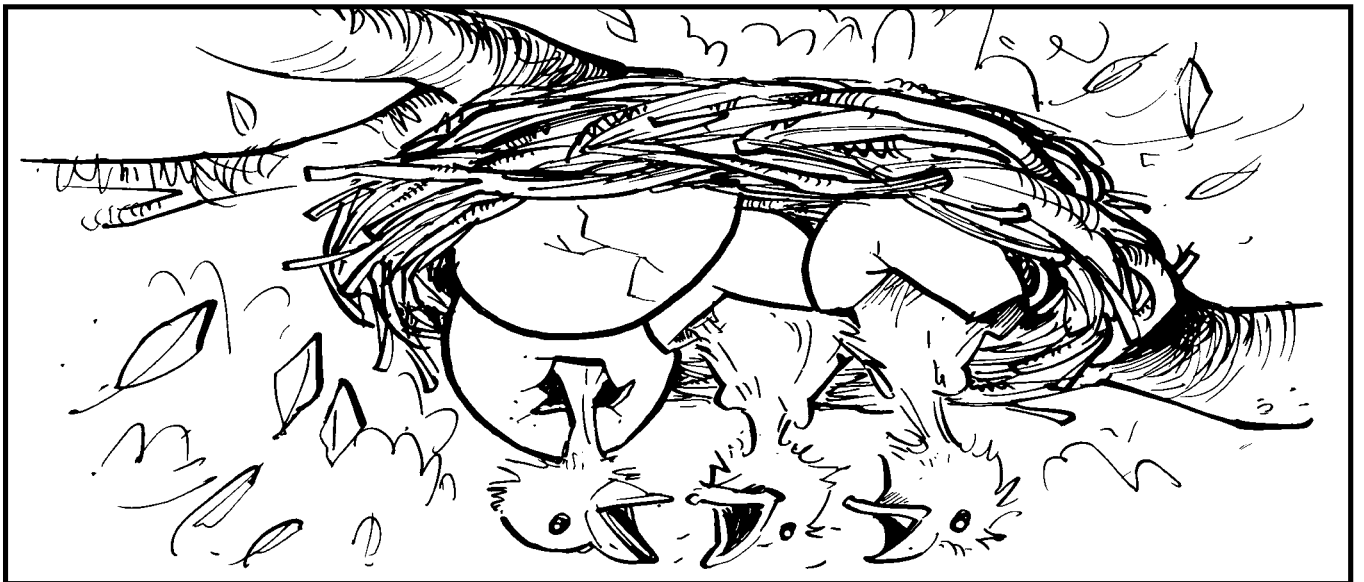


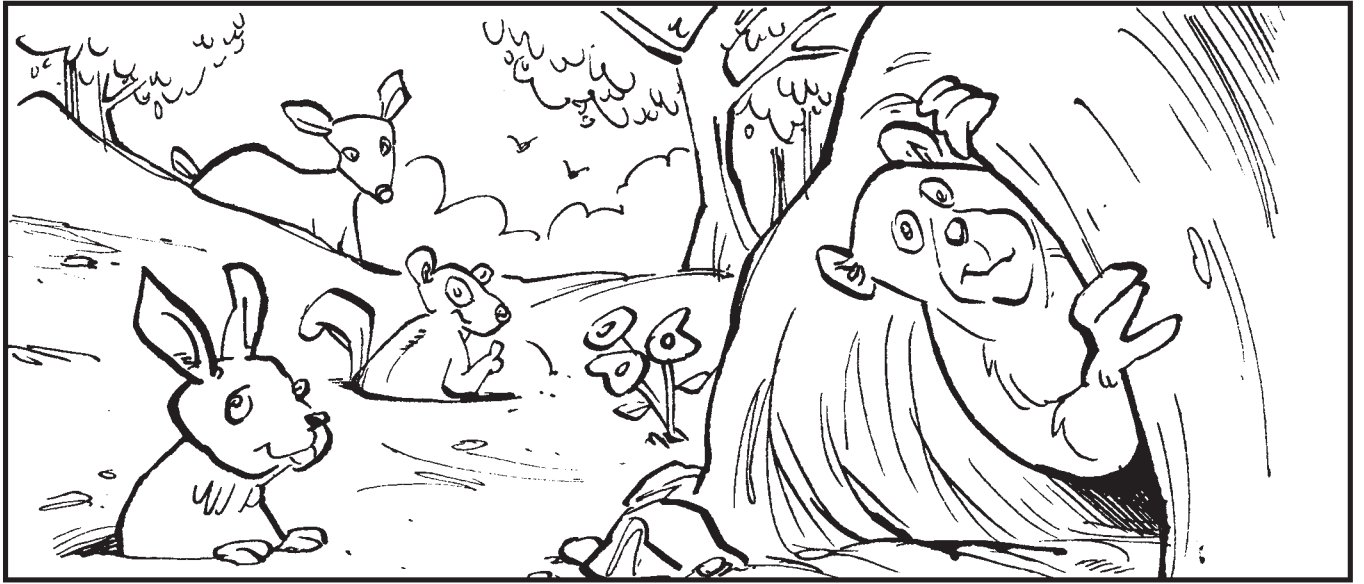
The leaves pop out.

7

The birds pop out.

8



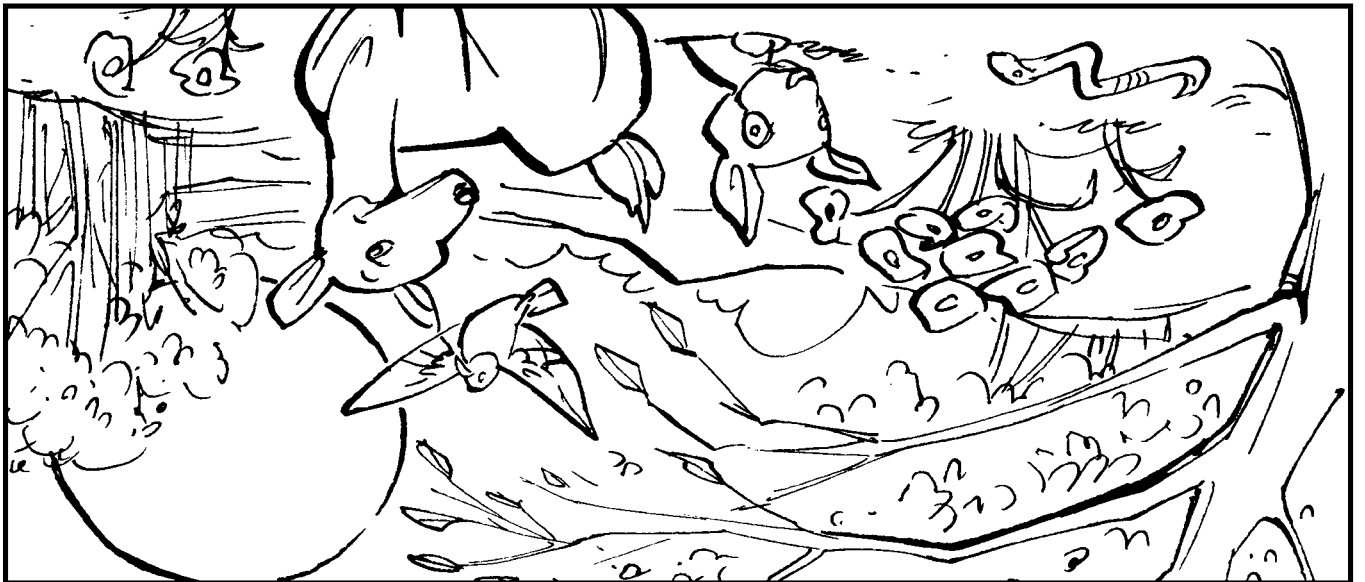


The animals pop out.

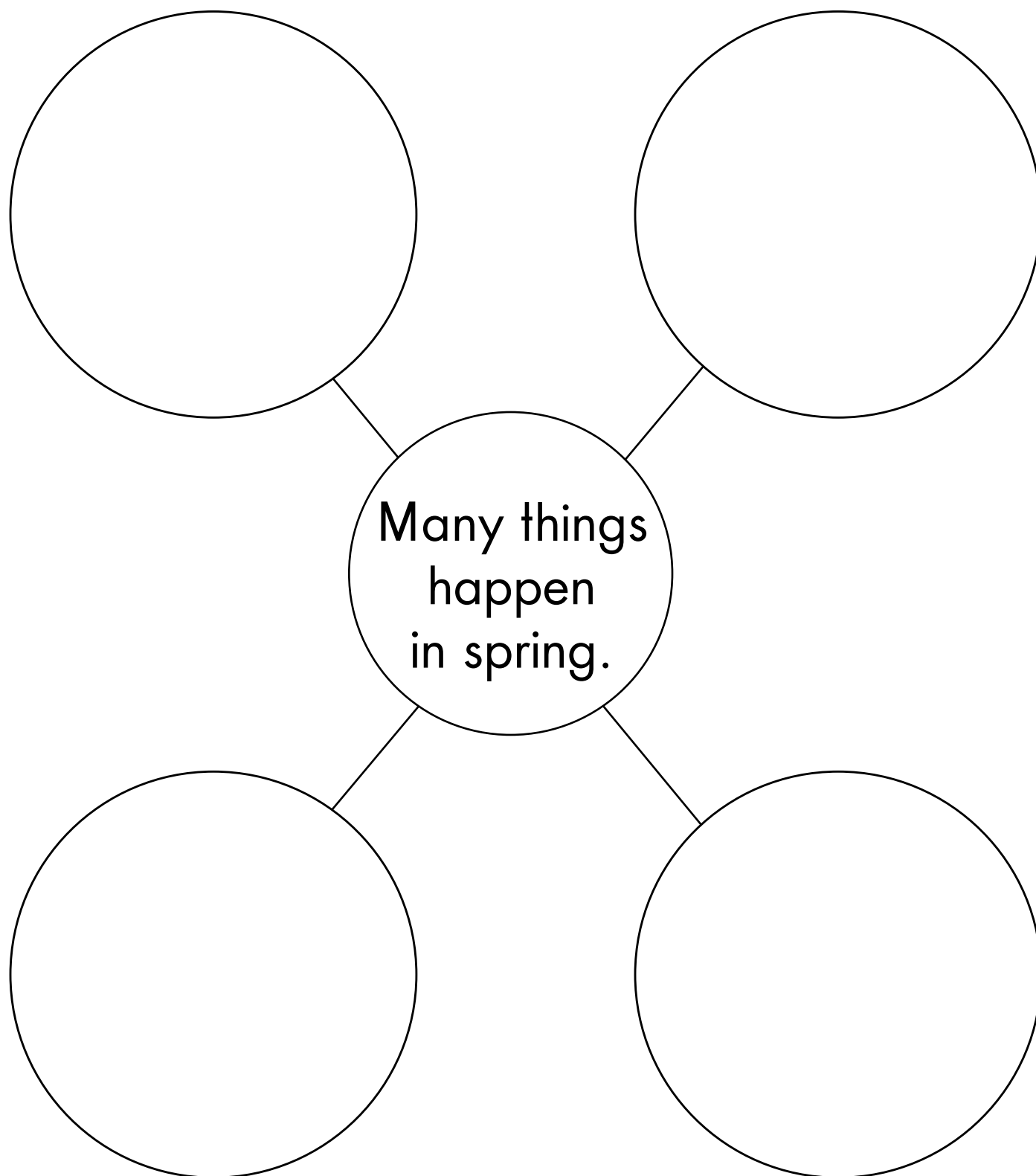
9

Spring pops out everywhere.
Pop, pop, pop.

10



Name _____



IT IS SPRING • LEVEL B • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea with students. Have students draw and label details from the book about what happens in spring in the circles.

Name _____

a big box

a pig on top of a box

a dog on a log

a hot pot

a bug that hops

a wet mop

INSTRUCTIONS: Read each phrase with students. Then have them draw a picture inside the box to match the phrase. When they have finished their drawings, have them circle all the words with the short /o/ vowel sound.

LEVELED READER • B

We Make Cookies

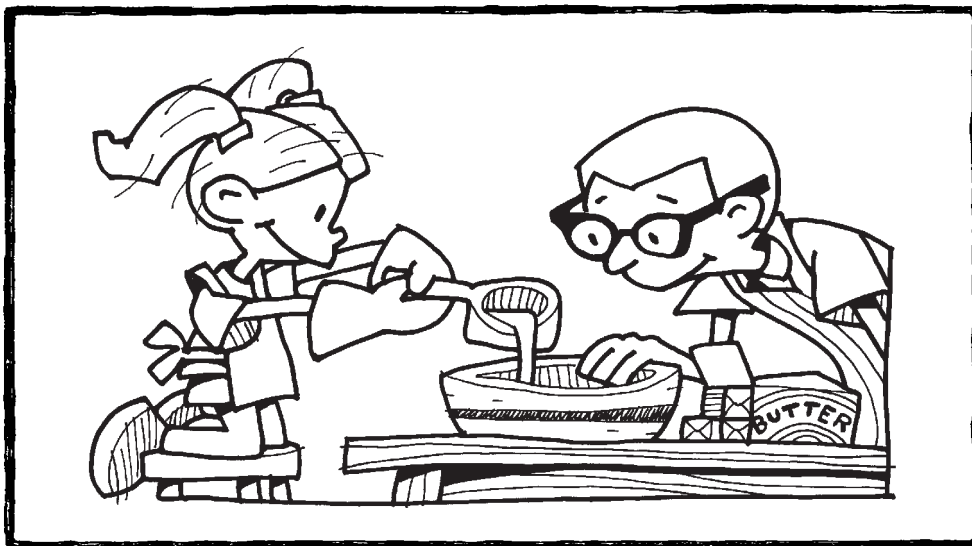


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We Make Cookies

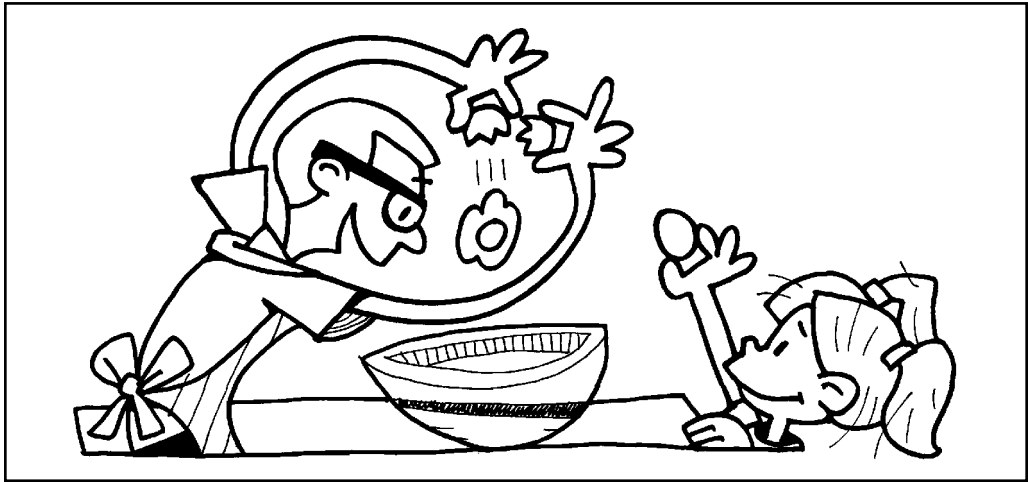
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We Make Cookies



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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

LEVEL B
Correlation

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Level B leveled Reader
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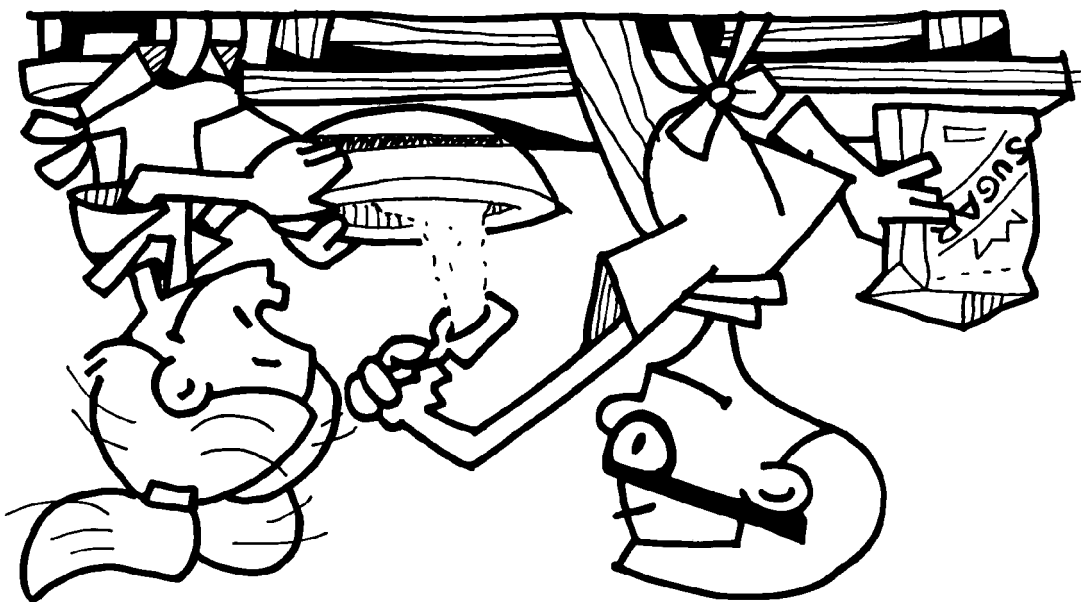


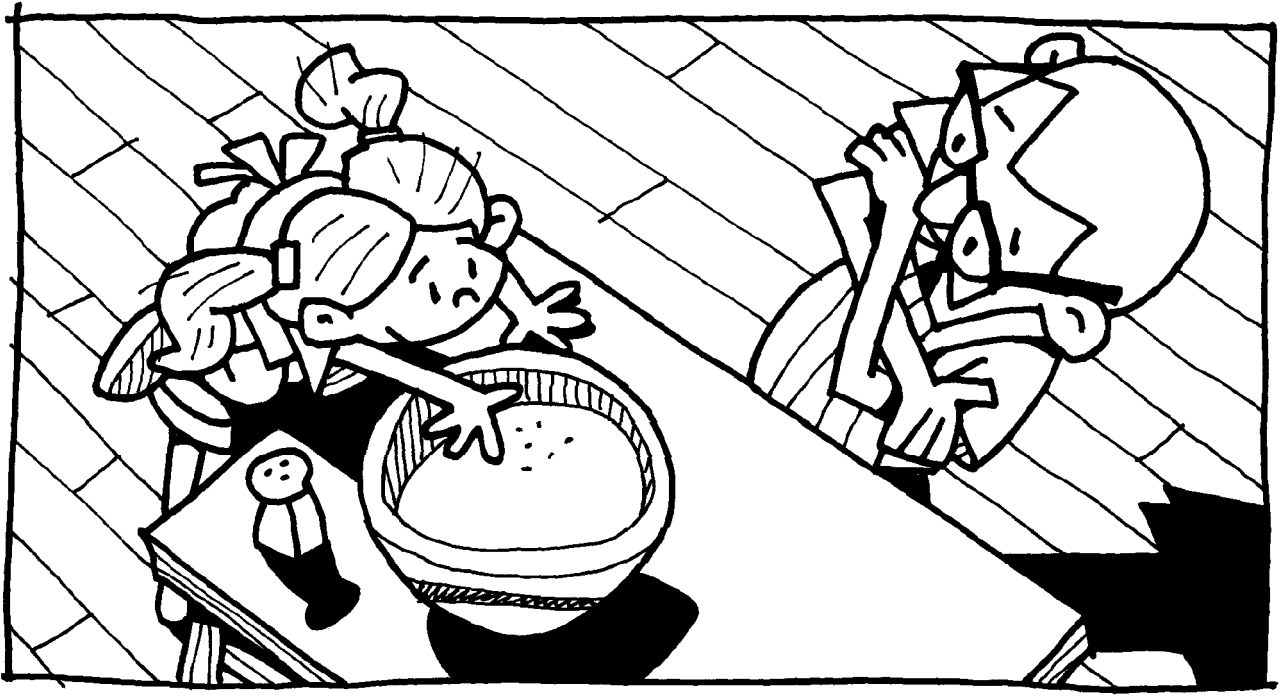
We put in some flour.

3

We put in some sugar.

4



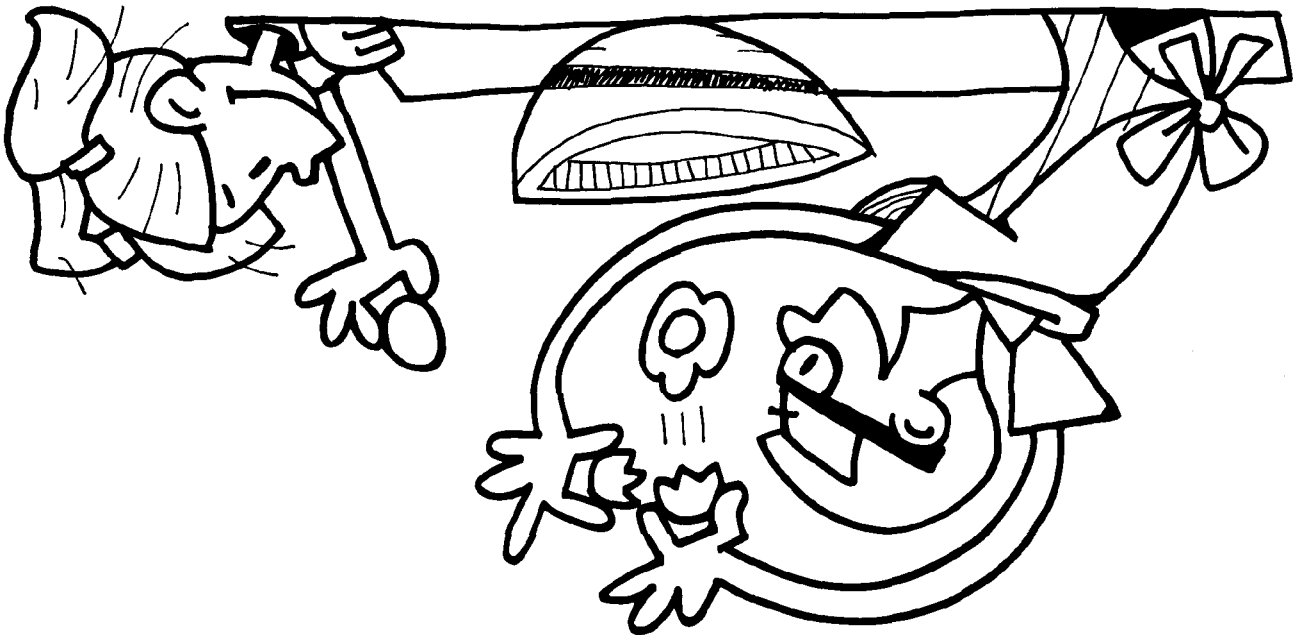


We put in a little salt.

5

We put in two eggs.

9



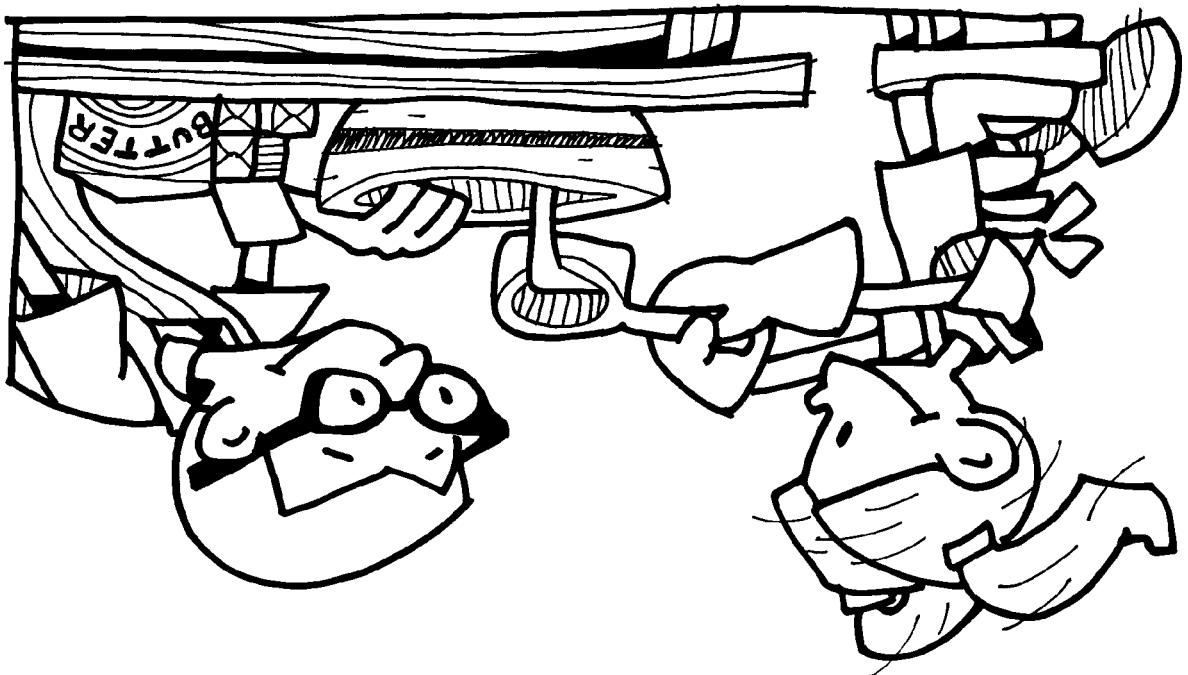


We put in some milk.

7

We put in some butter.

8



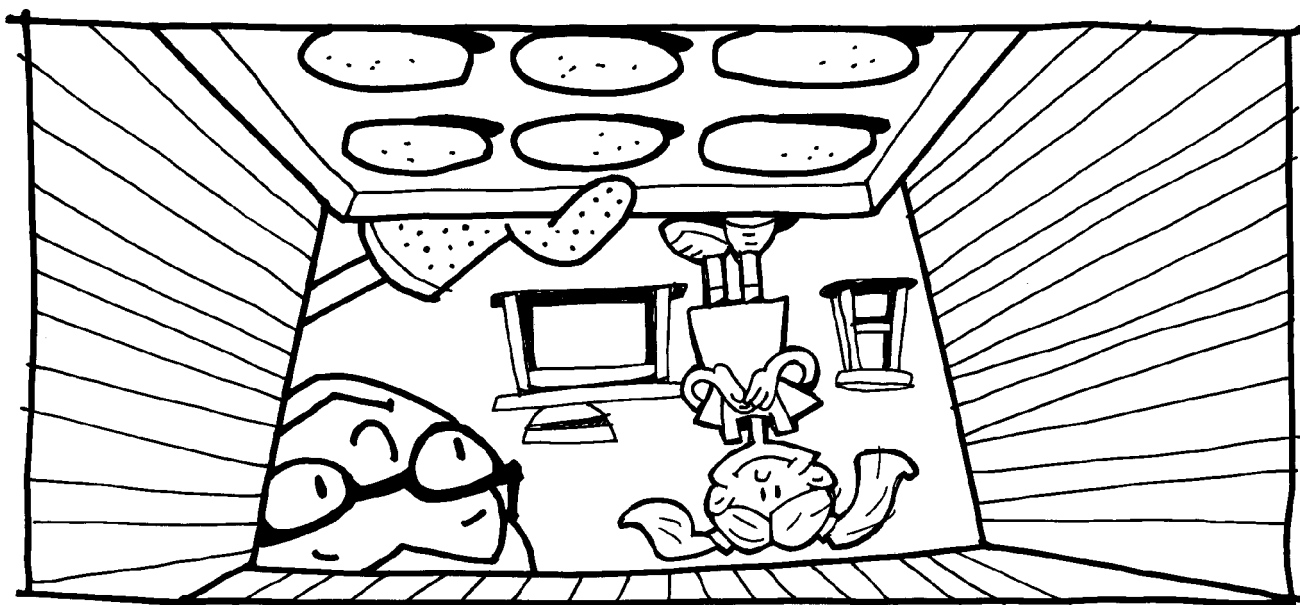


We mix it up.

9

Dad puts it in the oven.
Yum, yum.

10



Name _____

1

2

3

4

5

6

7

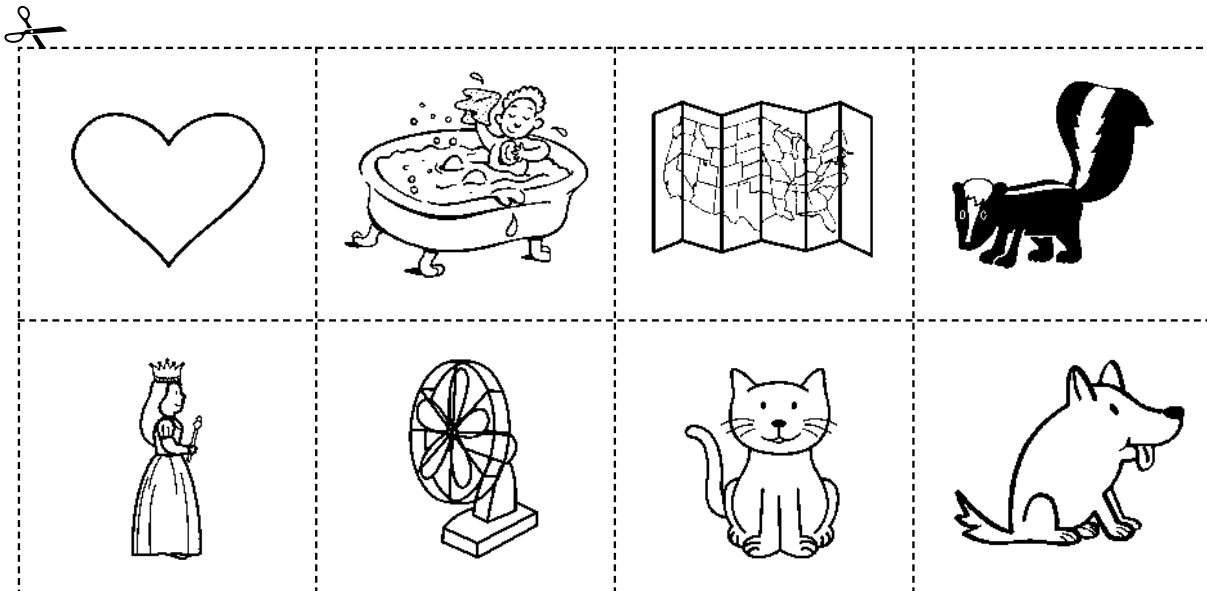
8



INSTRUCTIONS: Have students cut out the pictures and place them in the correct order. Have them use the book to check the order.

Name _____

dad



INSTRUCTIONS: Review with students the name of each picture. Then have students cut out the pictures and paste those that contain the short /a/ vowel sound in the box.

LEVELED READER • B

Playful Puppy



Written by Joe Slade • Illustrated by Catalina Rankin

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Playful Puppy

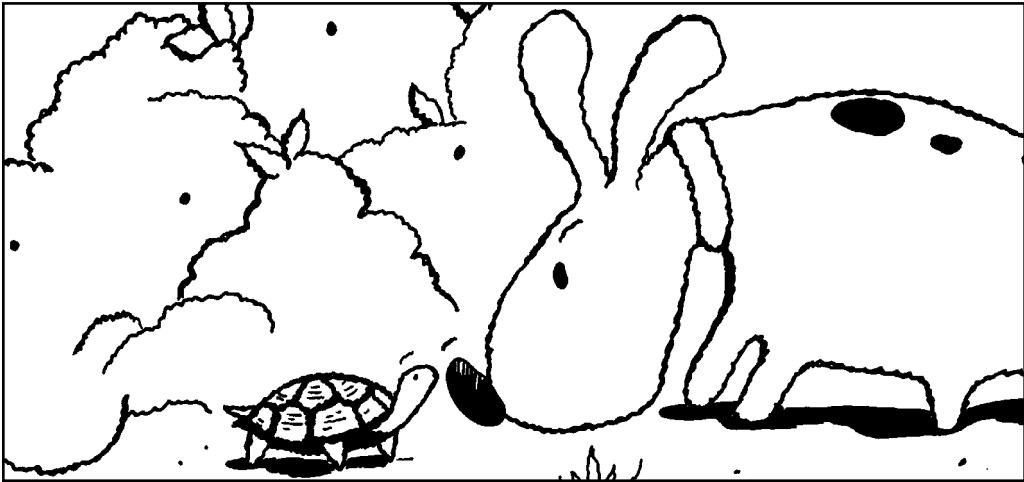
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Playful Puppy



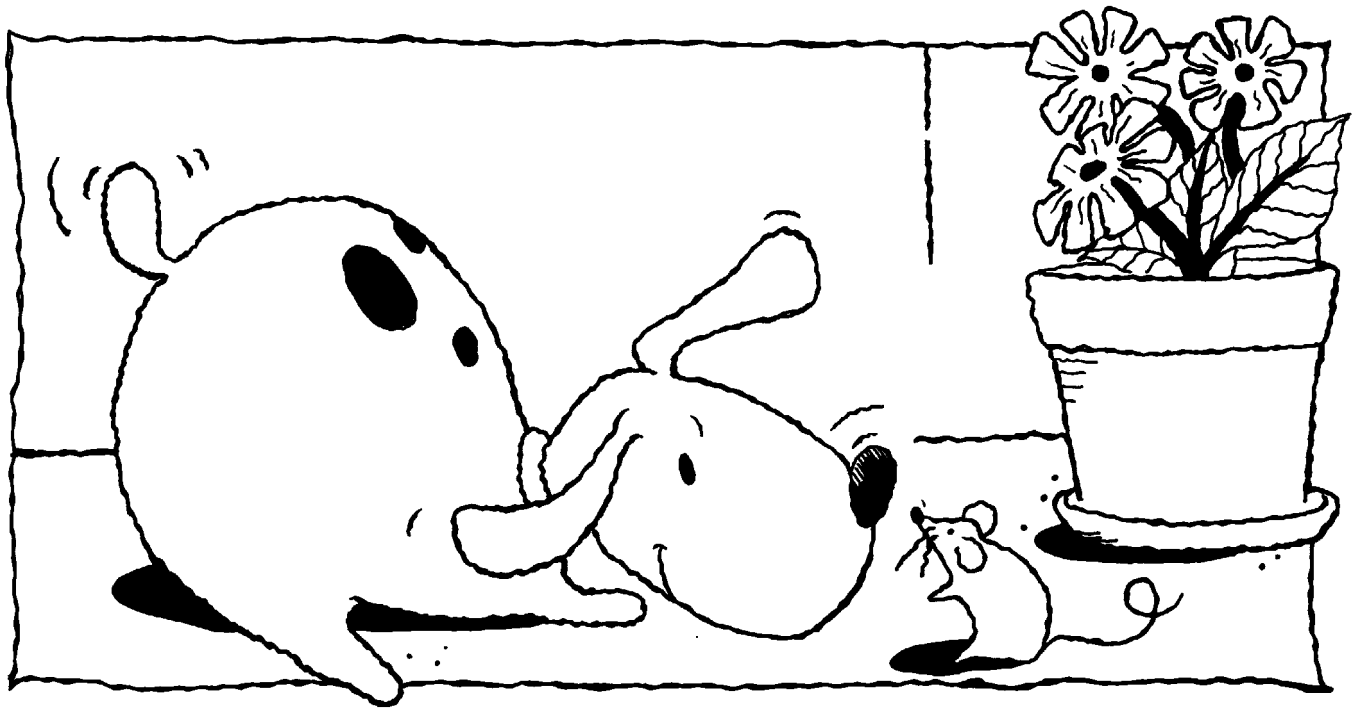
Written by Joe Slade
Illustrated by Catalina Rankin

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

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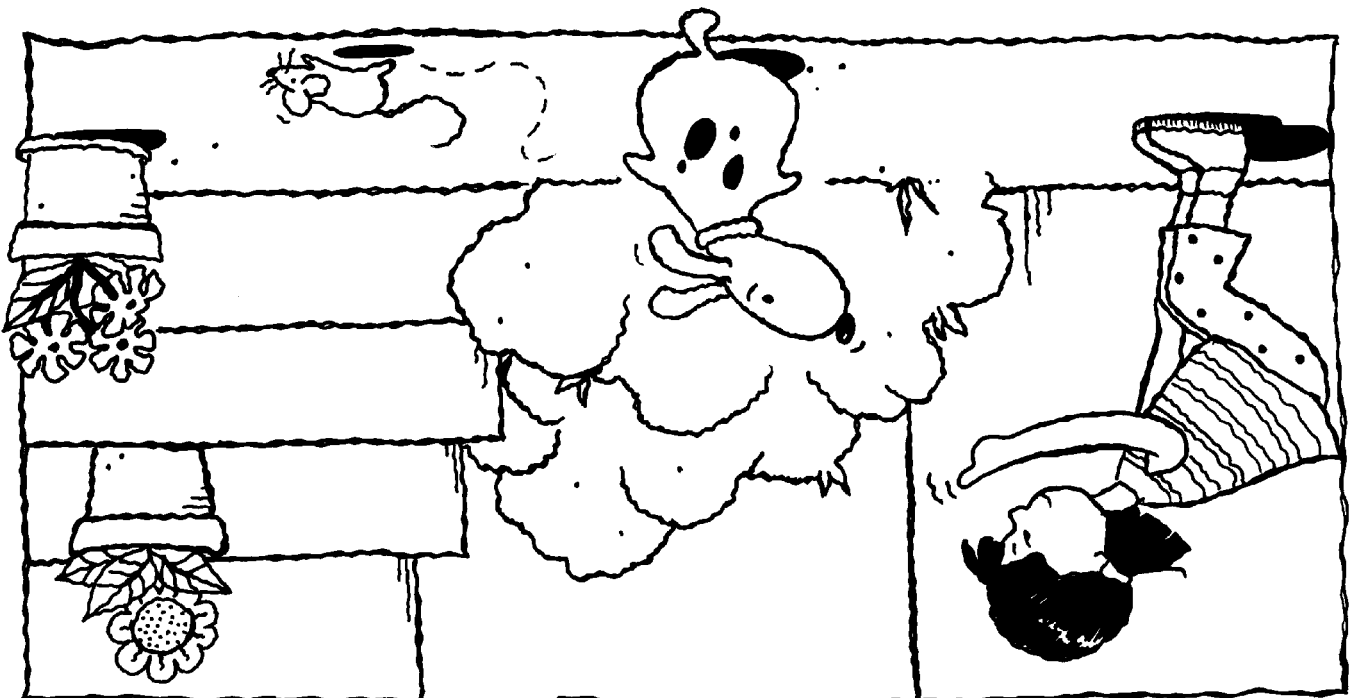


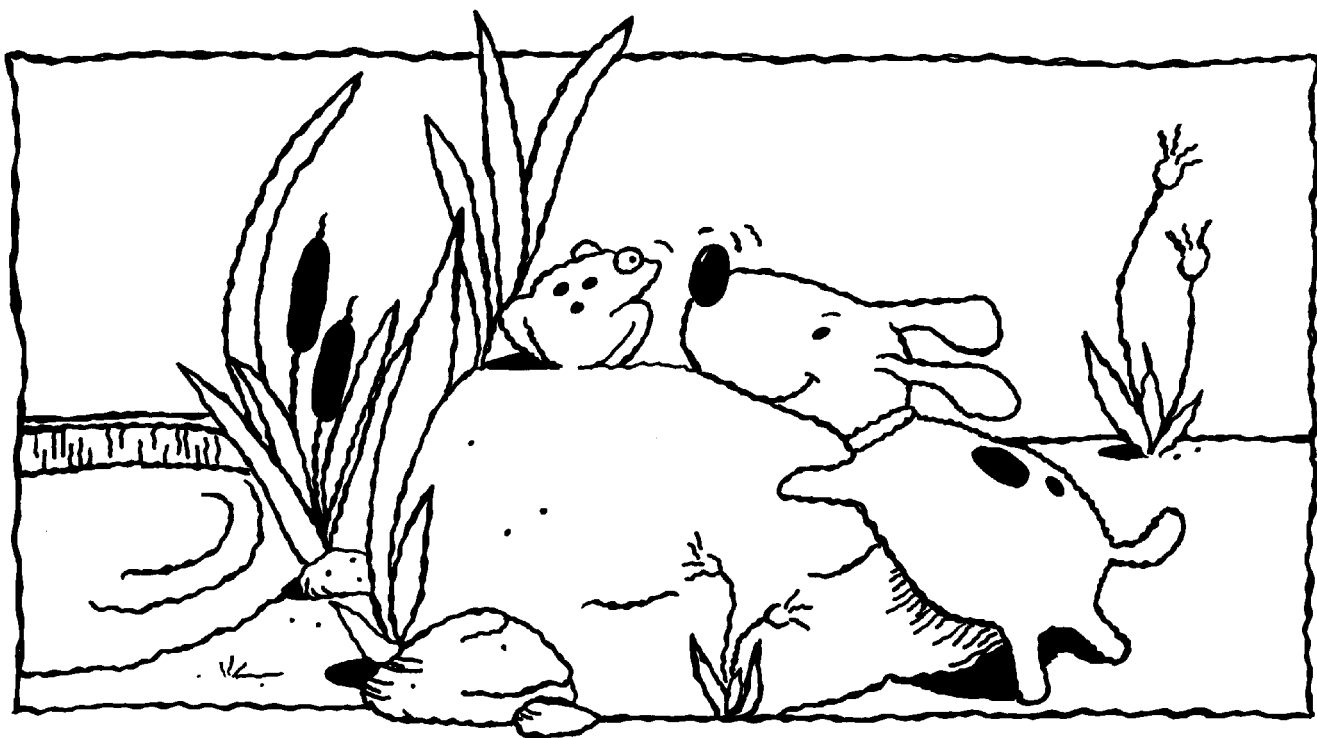
Puppy sees a little mouse.

3

Let it be, Puppy.

4



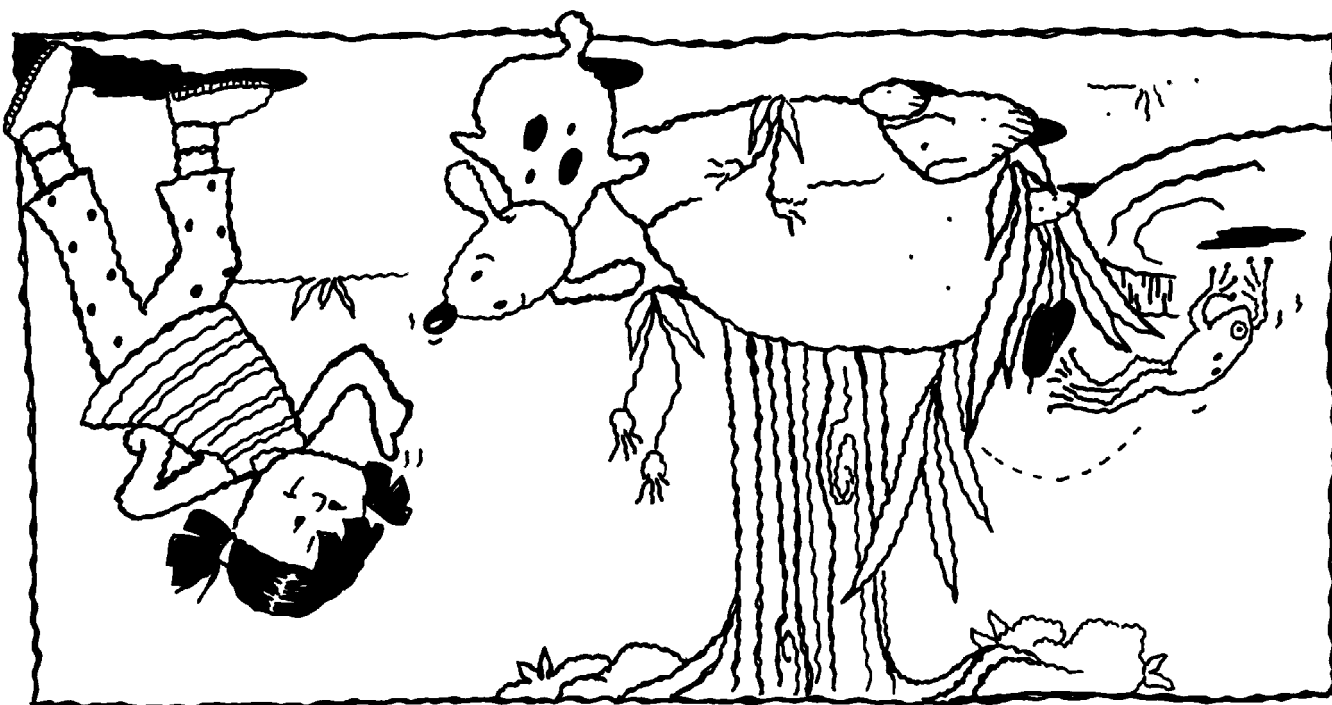


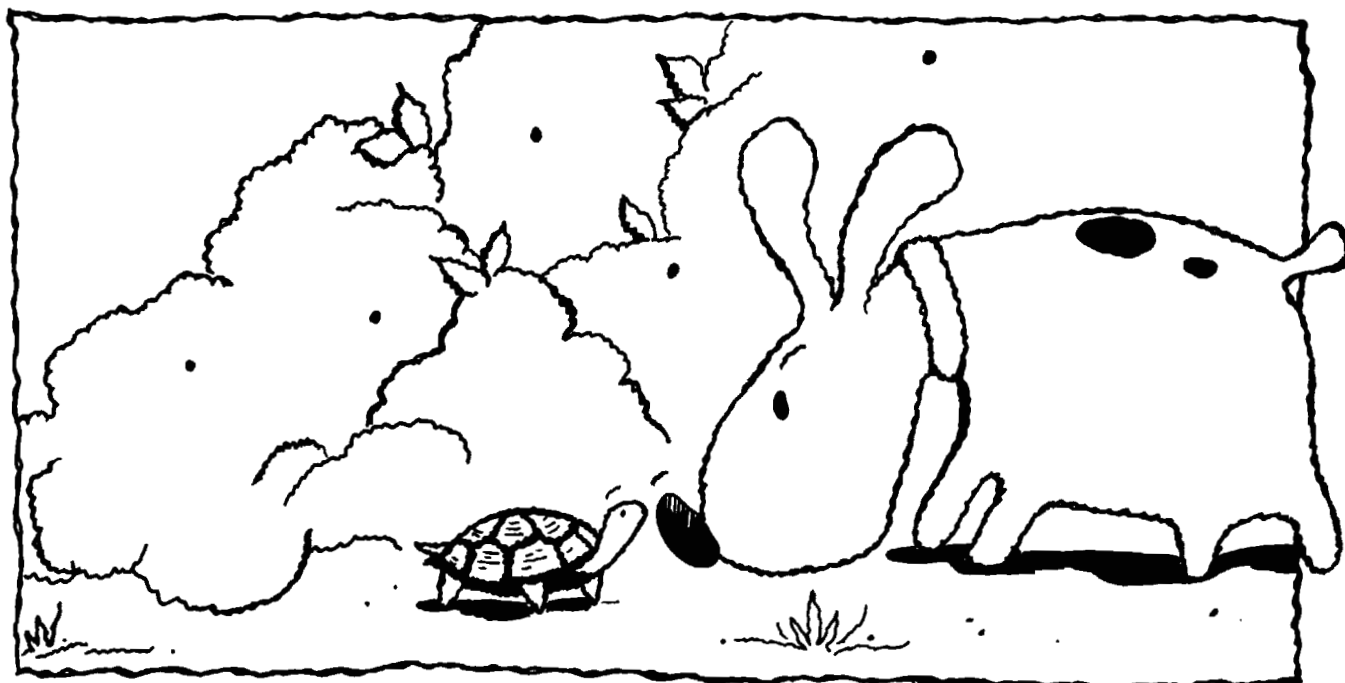
Puppy sees a little frog.

5

Let it be, Puppy.

6



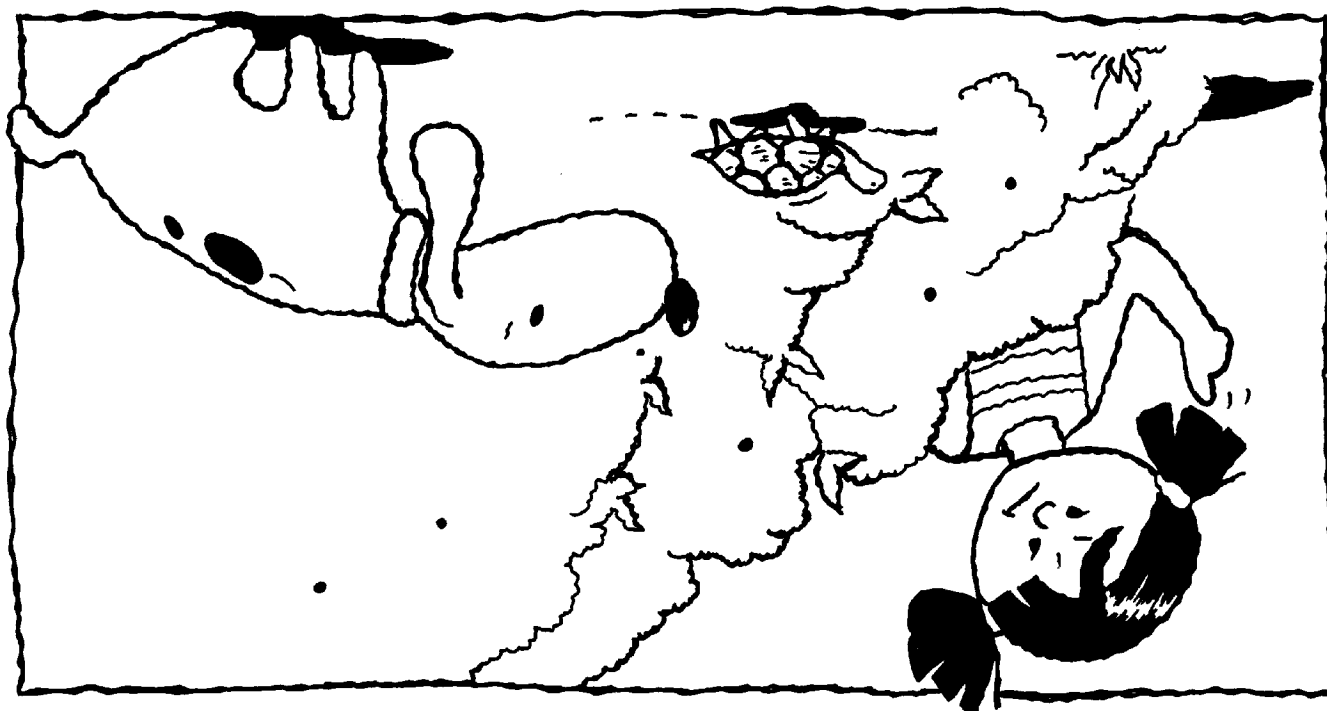


Puppy sees a little turtle.

7

Let it be, Puppy.

8



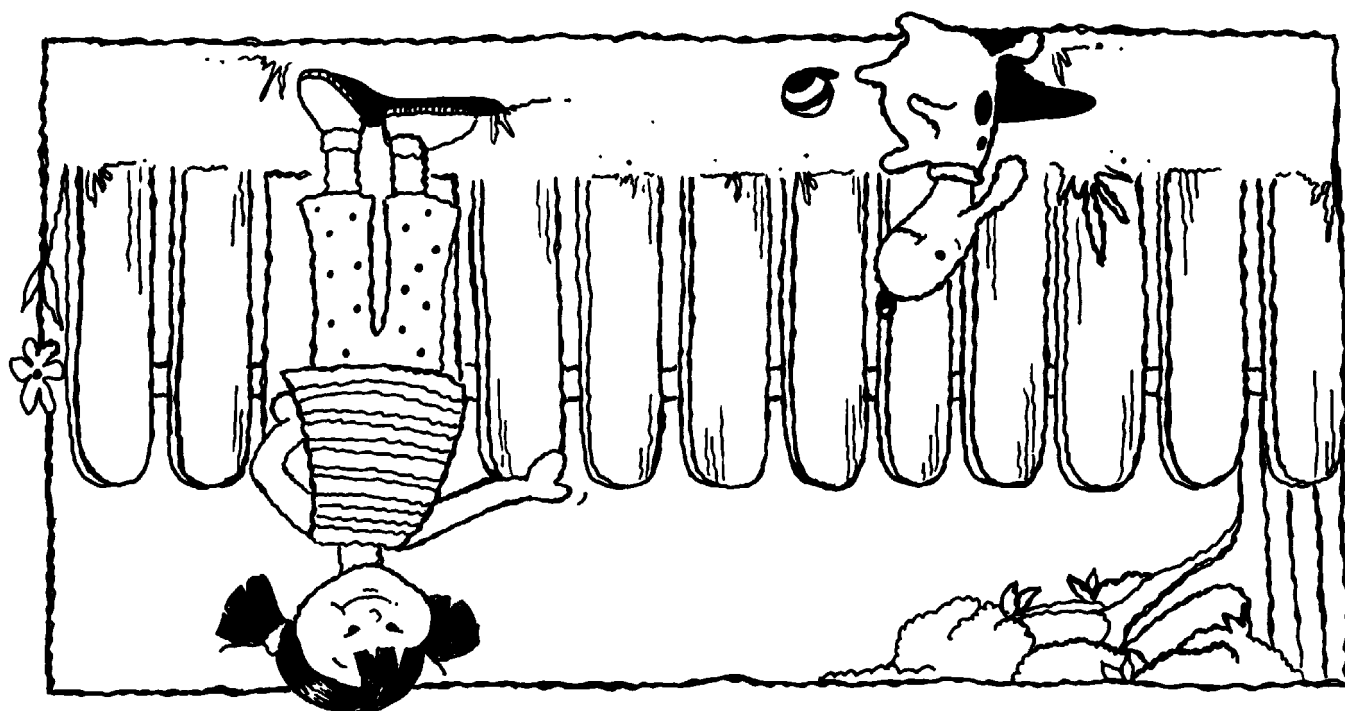


Puppy sees a little ball.

9

Get the ball, Puppy.

10



Name _____

1.	 
2.	 
3.	 
4.	 

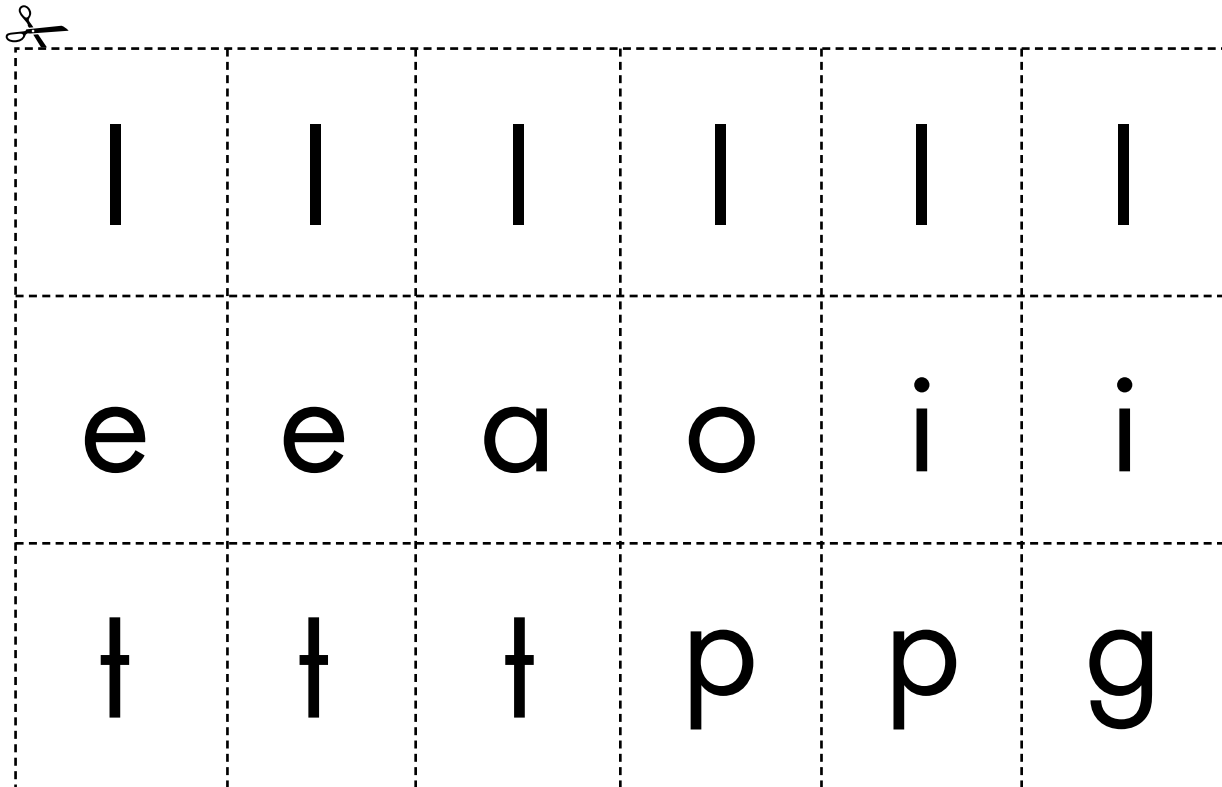
INSTRUCTIONS: Have students draw or write the things Puppy saw in the left column in the order they appeared in the story. Then have them circle the picture in the right column that shows what the girl told the puppy to do.

Name _____

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____



l	l	l	l	l	l
e	e	a	o	i	i
t	t	t	p	p	g

INSTRUCTIONS: Have students cut out the letters and make words that start with the // sound. Tell them to lay out the letters on their desk, read the words to see if they sound right, and then paste them on the worksheet. Have pairs of students read their words to each other.

LEVELED READER • B

Where?



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Where?

A Reading A-Z Level B Leveled Reader • Word Count: 35




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Where?



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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

LEVEL B
Correlation

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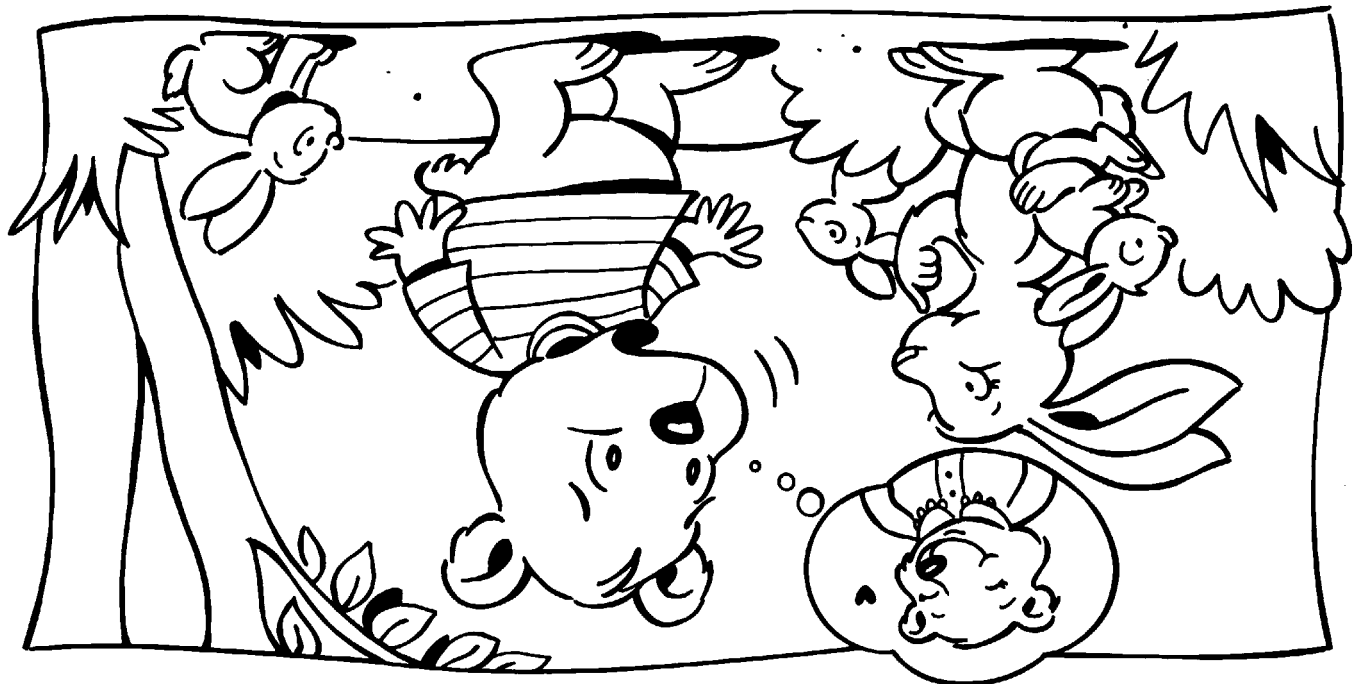


"Where?" asked the little brown bear.

3

"Where is my mother?"

4



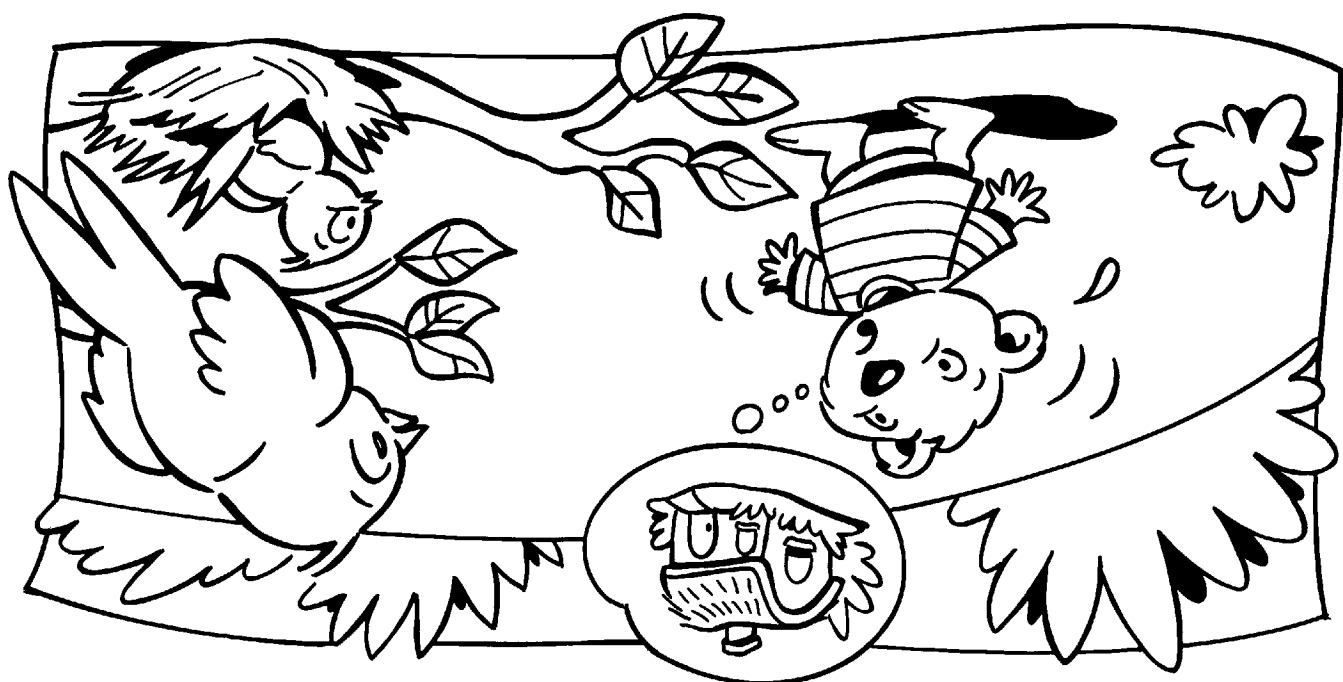


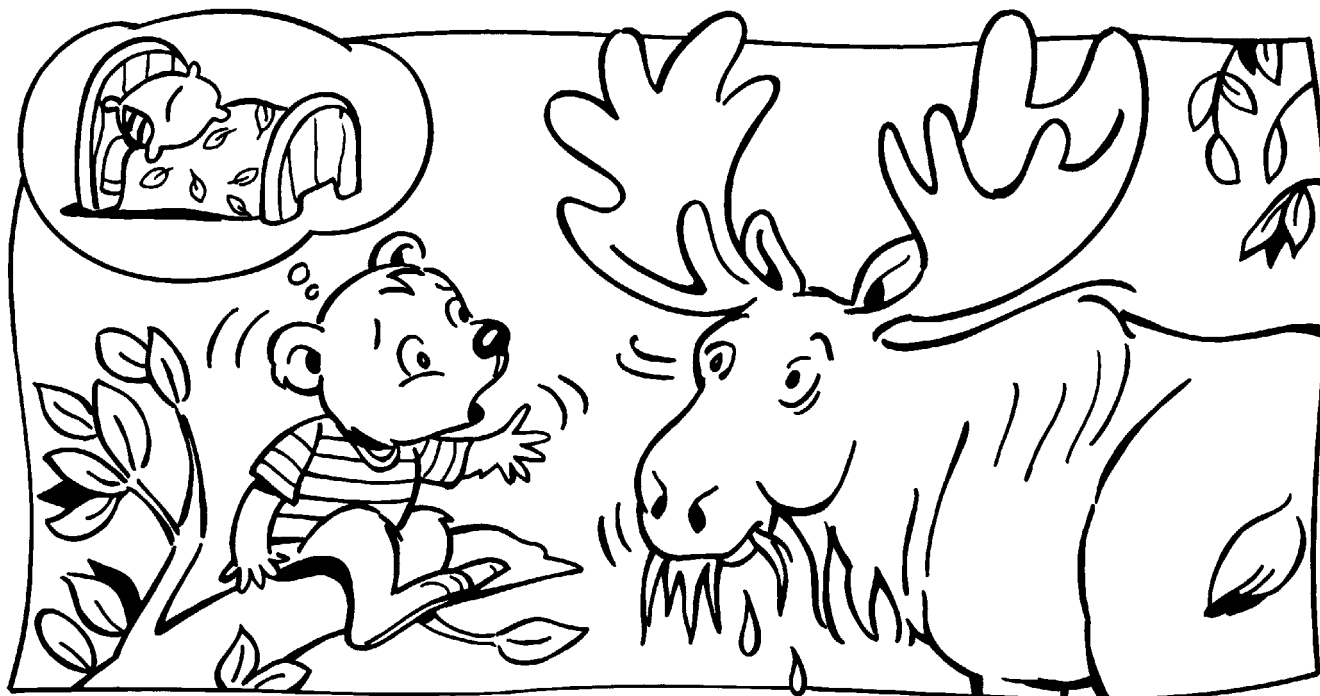
"Where is my father?"

5

"Where is my house?"

9



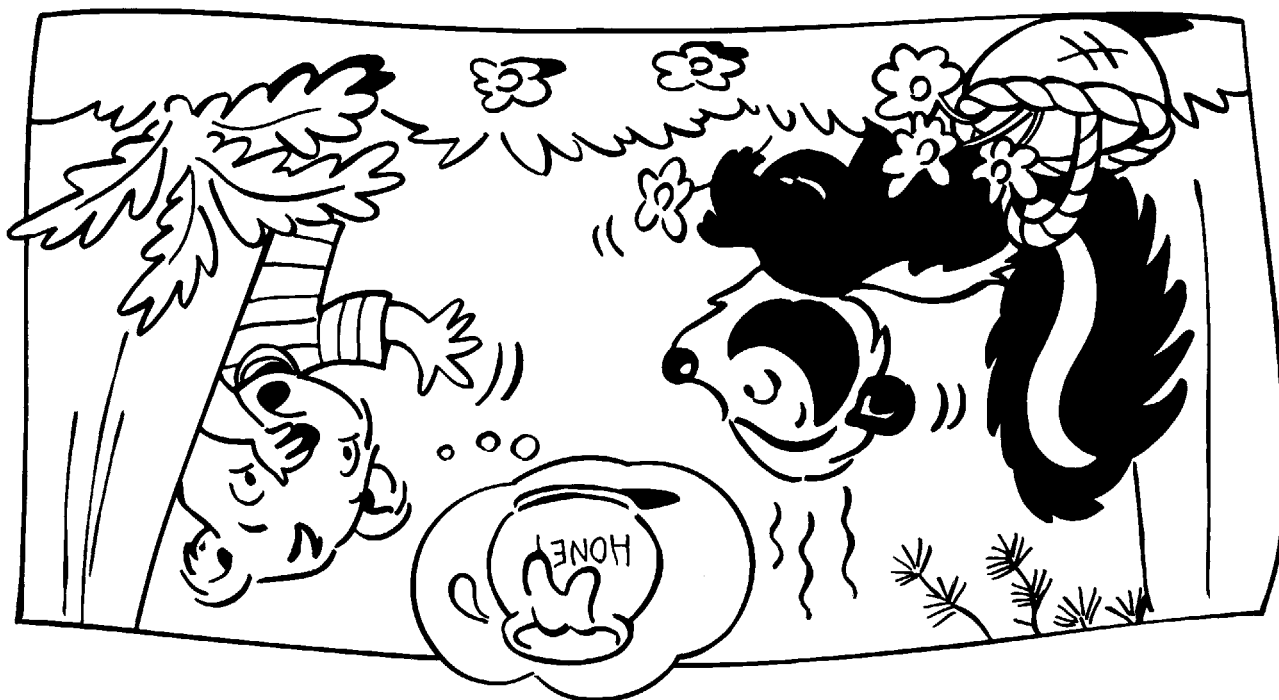


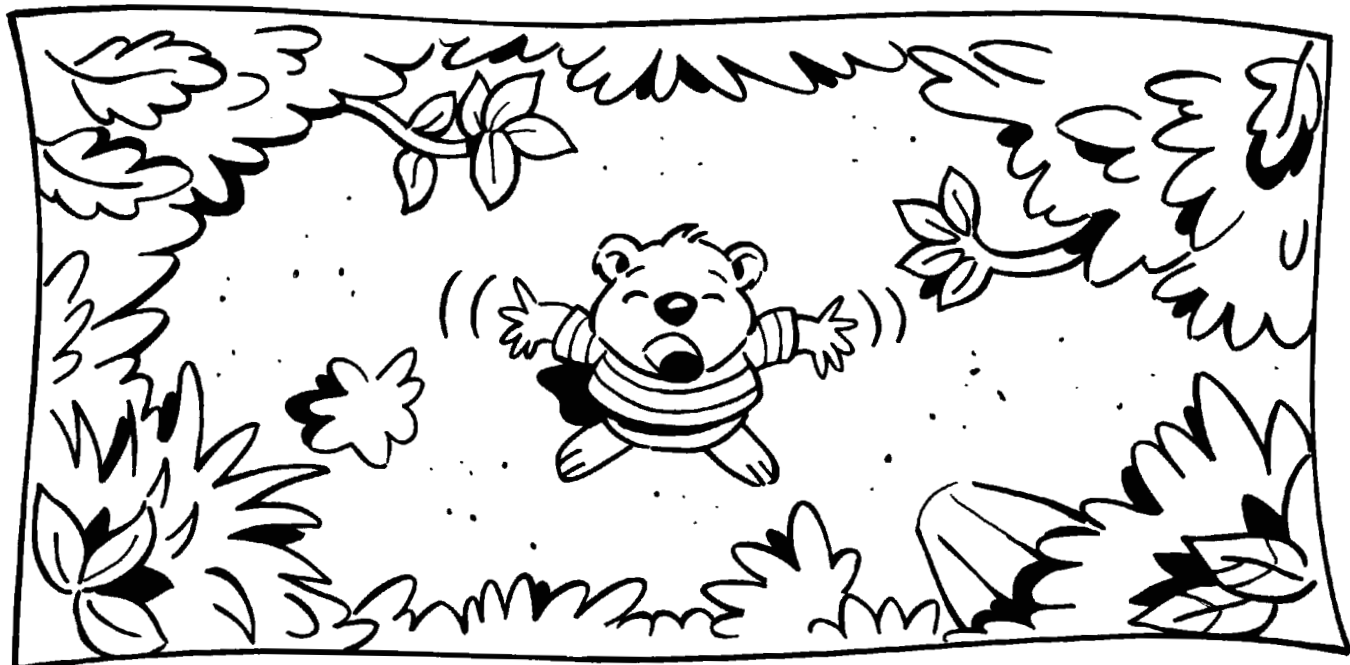
"Where is my bed?"

7

"Where is my pot of honey?"

8



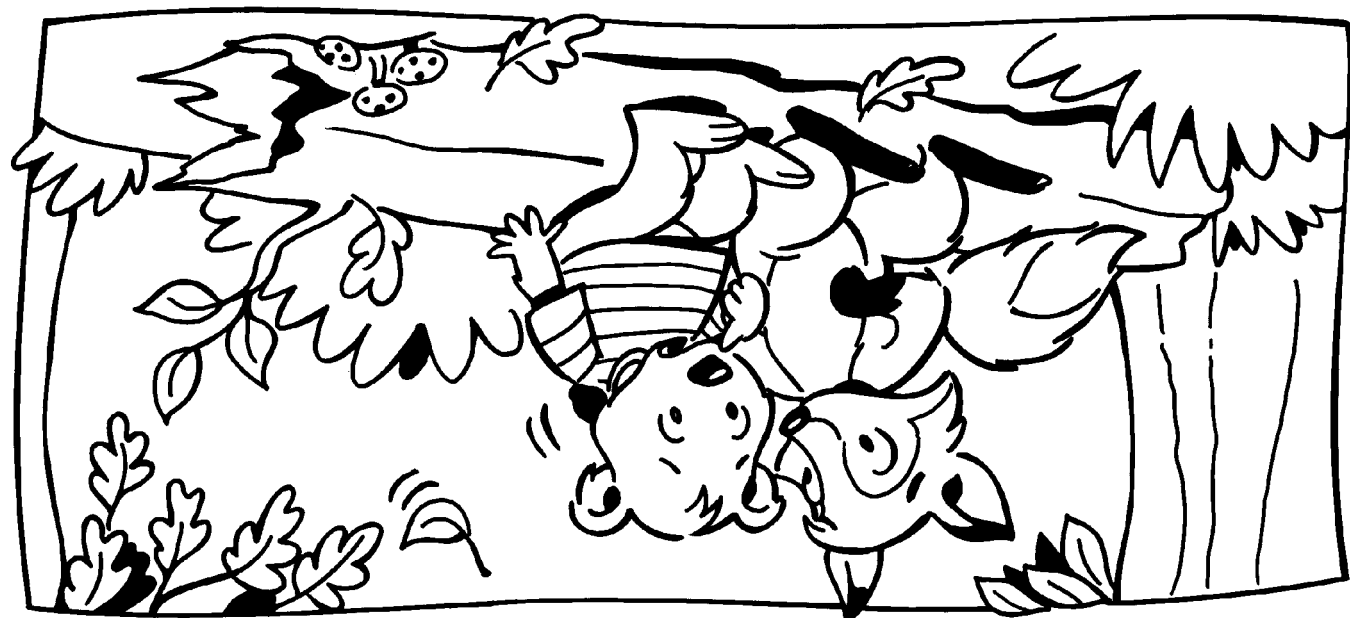


"Where am I?"

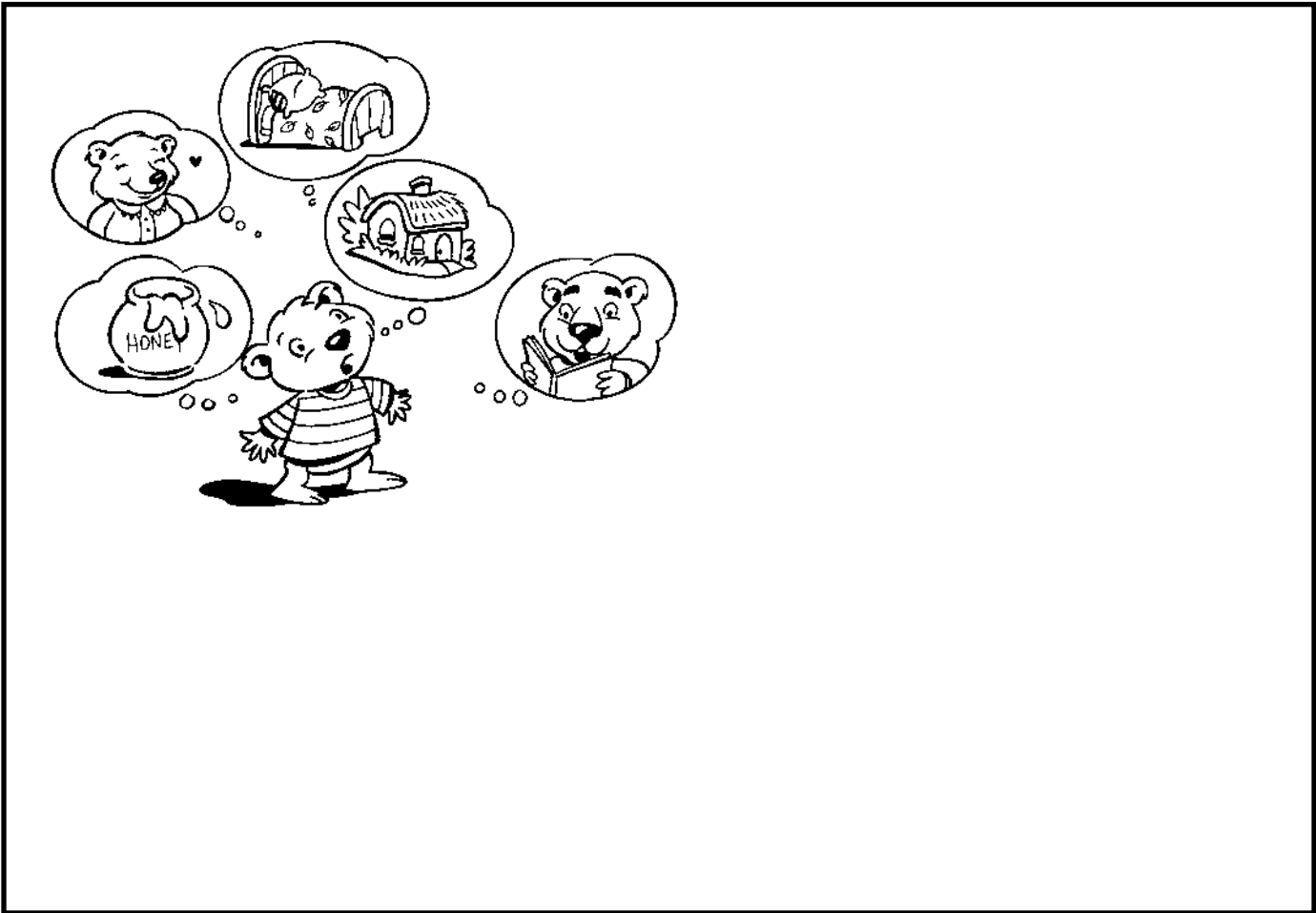
9

"I am lost.
Can you help me?"

10



Name _____



INSTRUCTIONS: Have students draw how the little brown bear tried to solve the problem in the top box. Then have them draw how they think the little brown bear might solve his problem in the bottom box.

Name _____

1. Where is my bed ____

2. What day is it ____

3. This is my bed ____

4. Who are you ____

5. I am lost ____



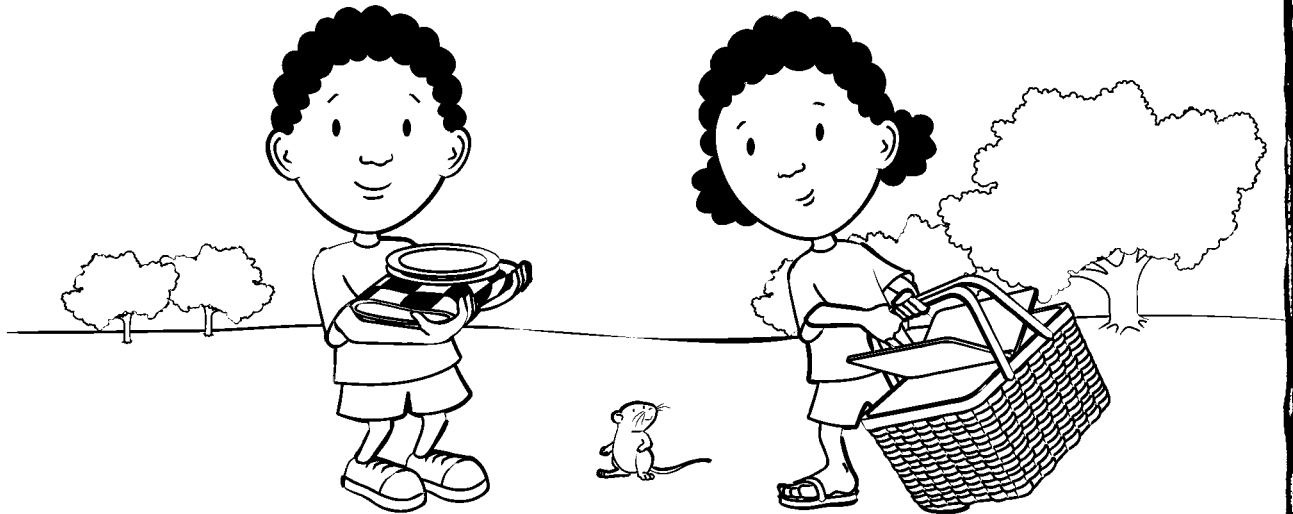
6. How can I help you ____

7. I see my mother ____

INSTRUCTIONS: Read each sentence with students. Have them put either a period or a question mark at the end of the sentence.

LEVELED READER • B

The Picnic



Written by Ned Jensen • Illustrated by Signe Nordin

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The Picnic

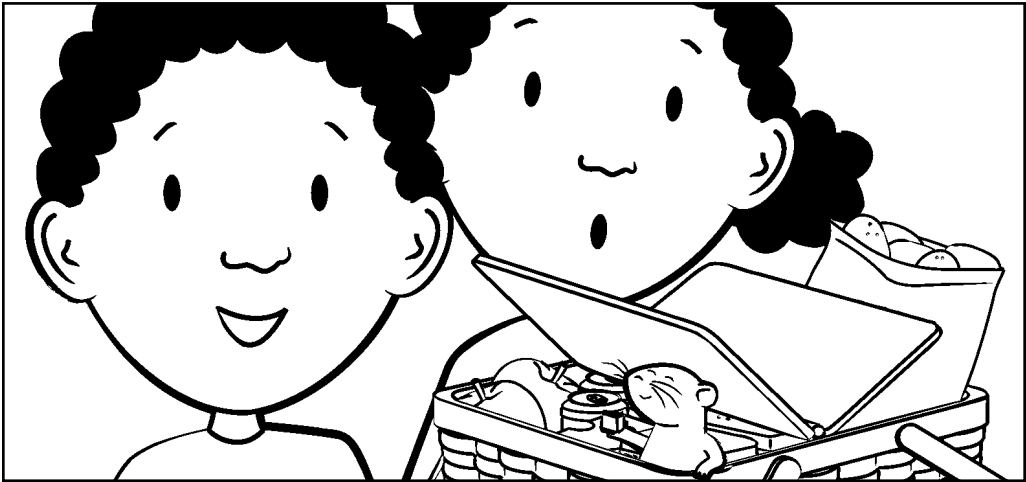
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The Picnic



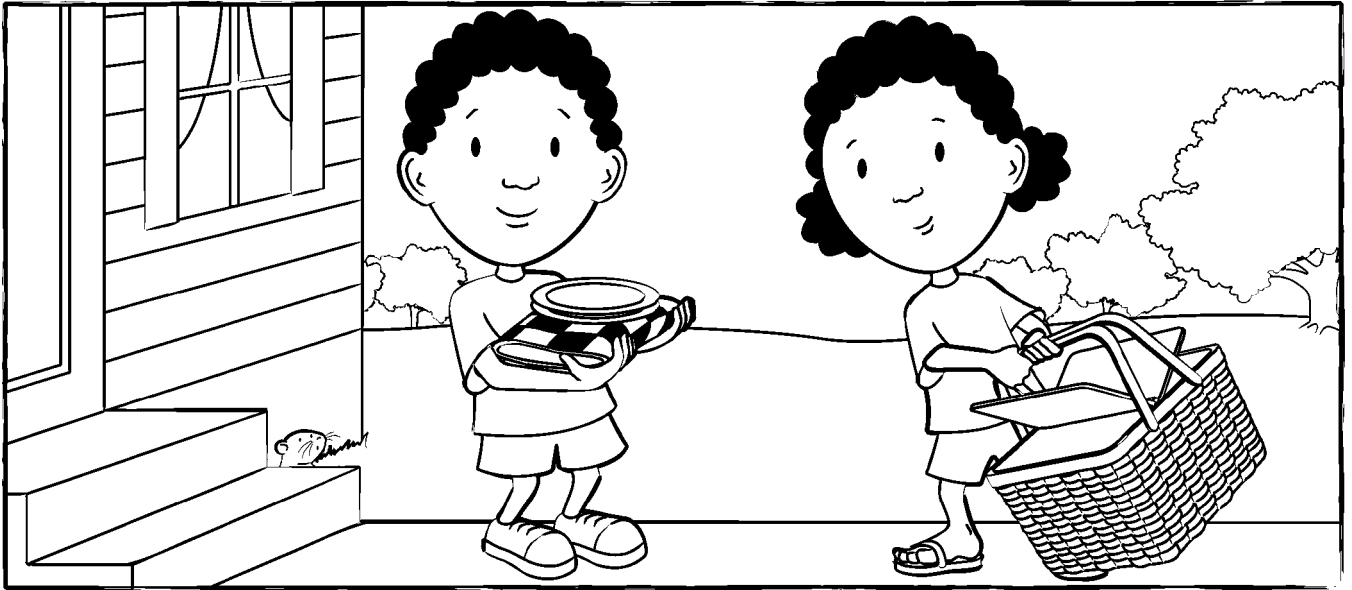
Written by Ned Jensen
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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

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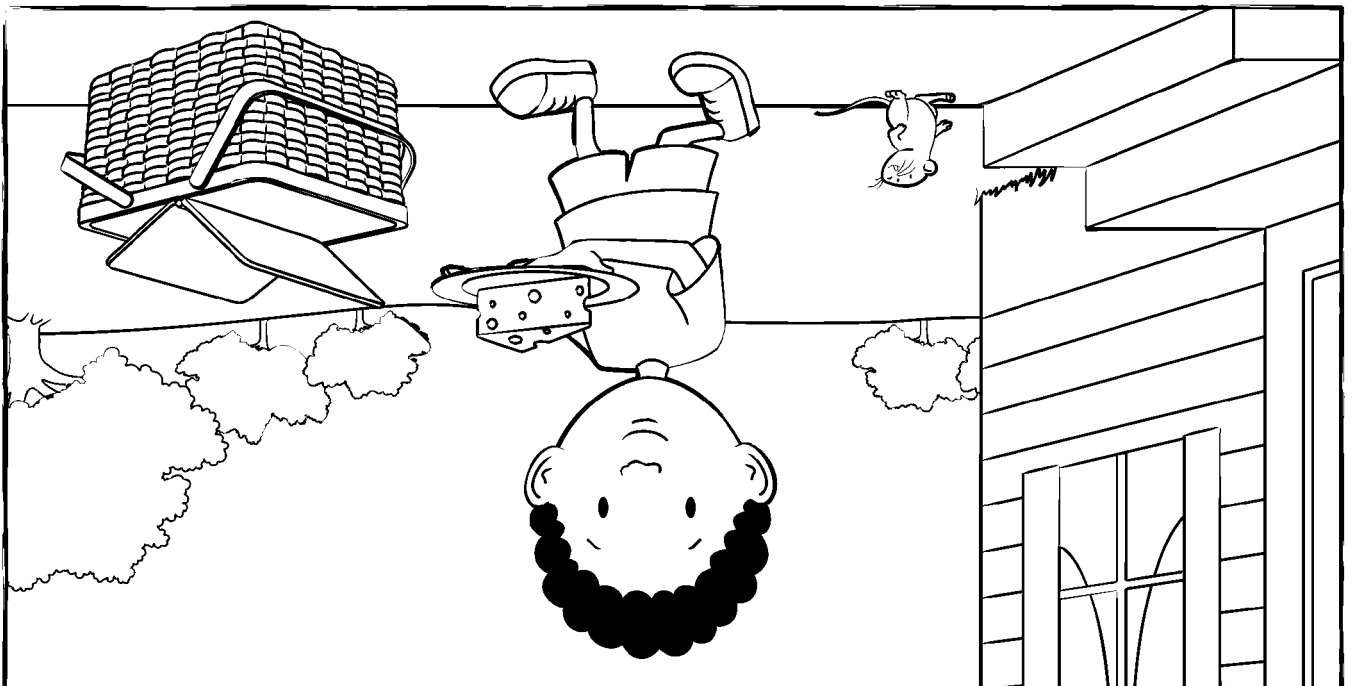


Ted and Peg go on a picnic.
Peg gets a picnic basket.

3

Ted puts in cheese.

4



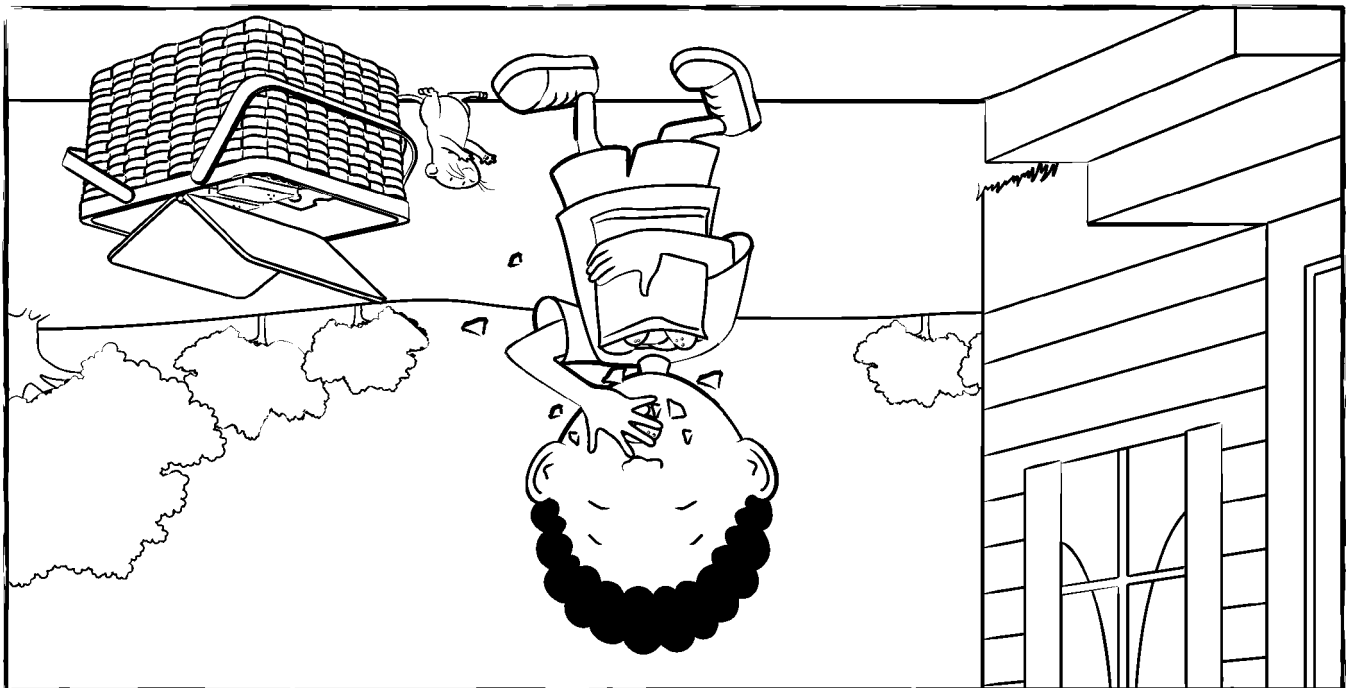


Peg puts in sandwiches.

5

Ted puts in chips.

9



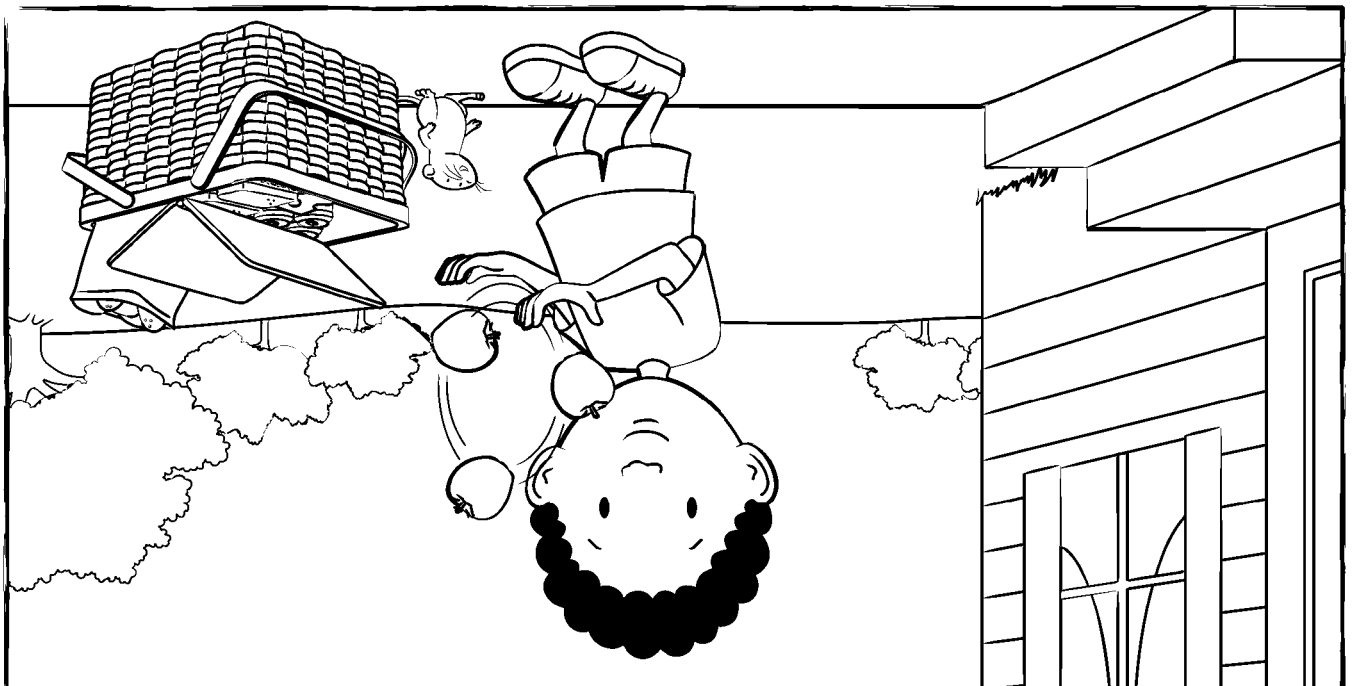


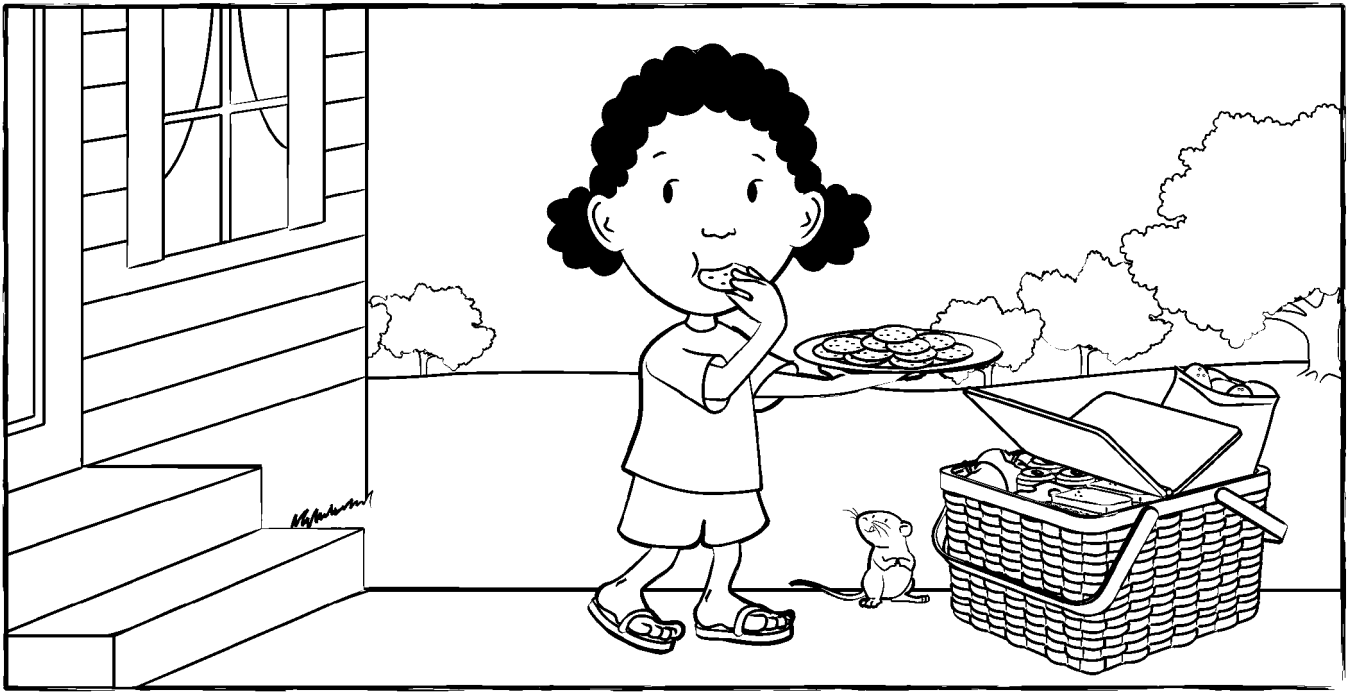
Peg puts in soda pop.

7

Ted puts in apples.

8

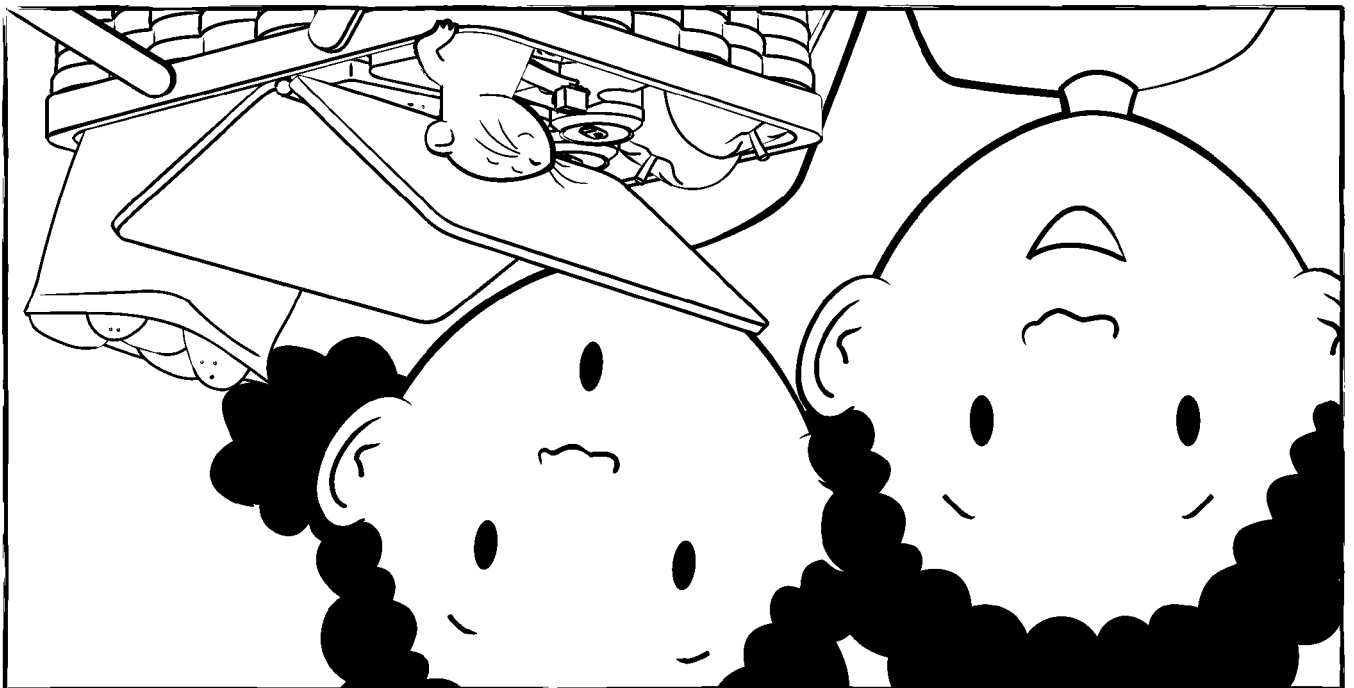




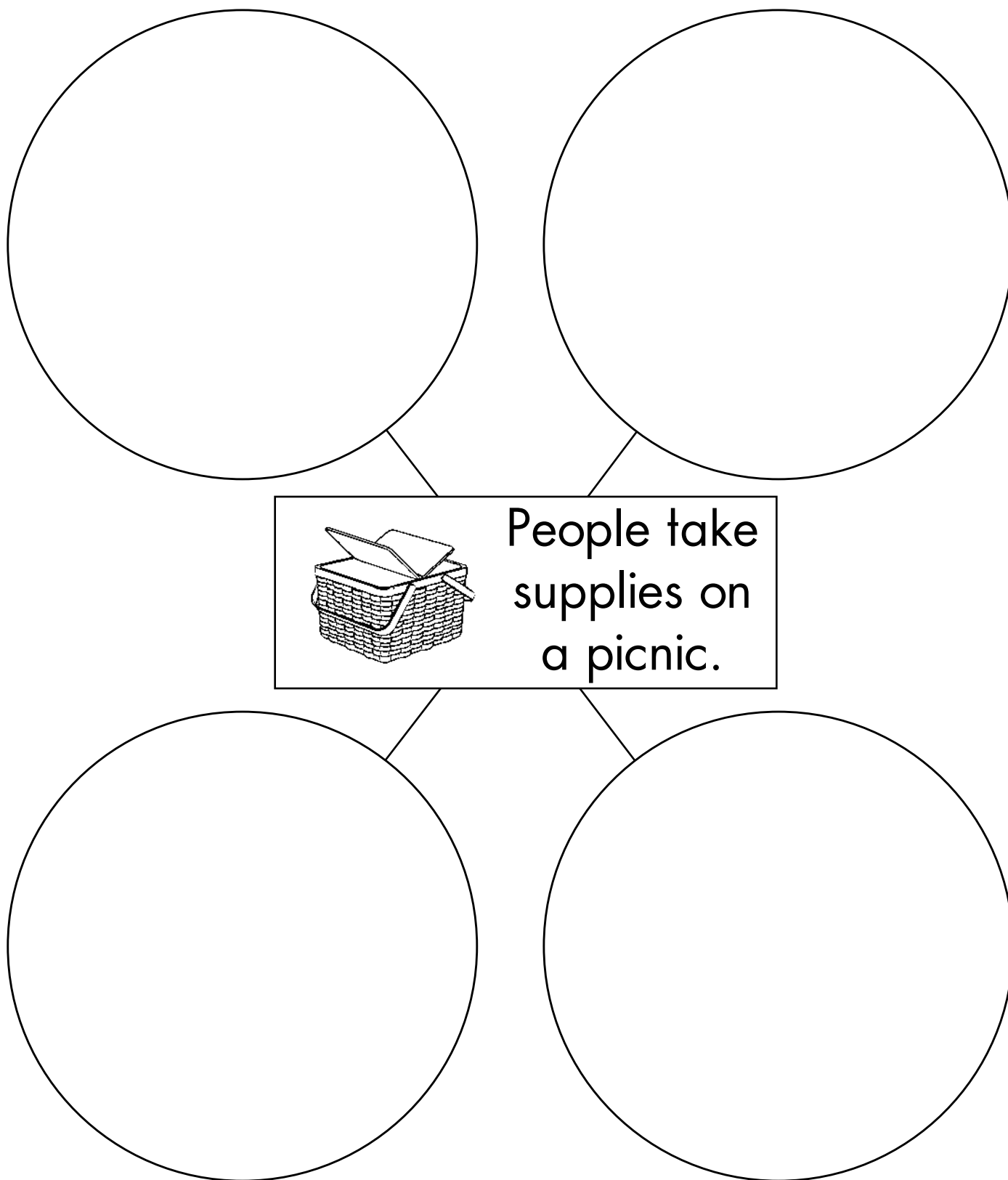
Peg puts in cookies.

9

Who put the mouse in the basket?¹⁰



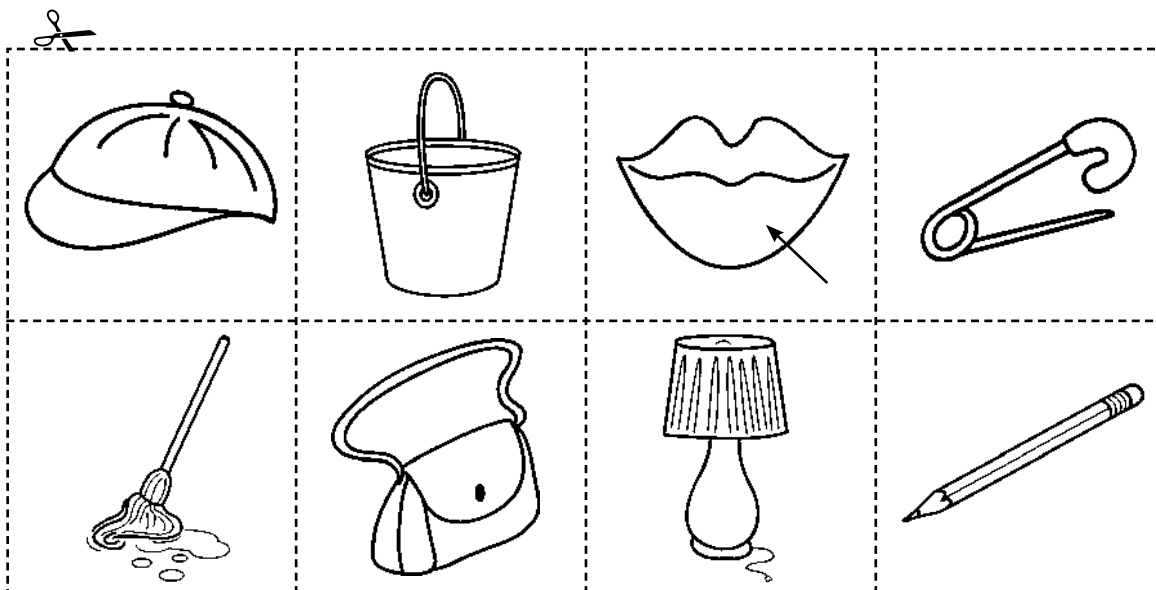
Name _____



INSTRUCTIONS: Read the main idea with students. Have students draw and label four things that Ted and Peg took on their picnic. Then have them add one item that they would take on a picnic in the remaining circle.

Name _____

pan 	cup 



INSTRUCTIONS: Have students cut out the pictures and paste those that begin with the /p/ sound under the word *pan* and those that end with the /p/ sound under the word *cup*.

LEVELED READER • B

Paint It Purple



Written by Katherine Follett • Illustrated by Signe Nordin

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Paint It Purple

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Paint It Purple



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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

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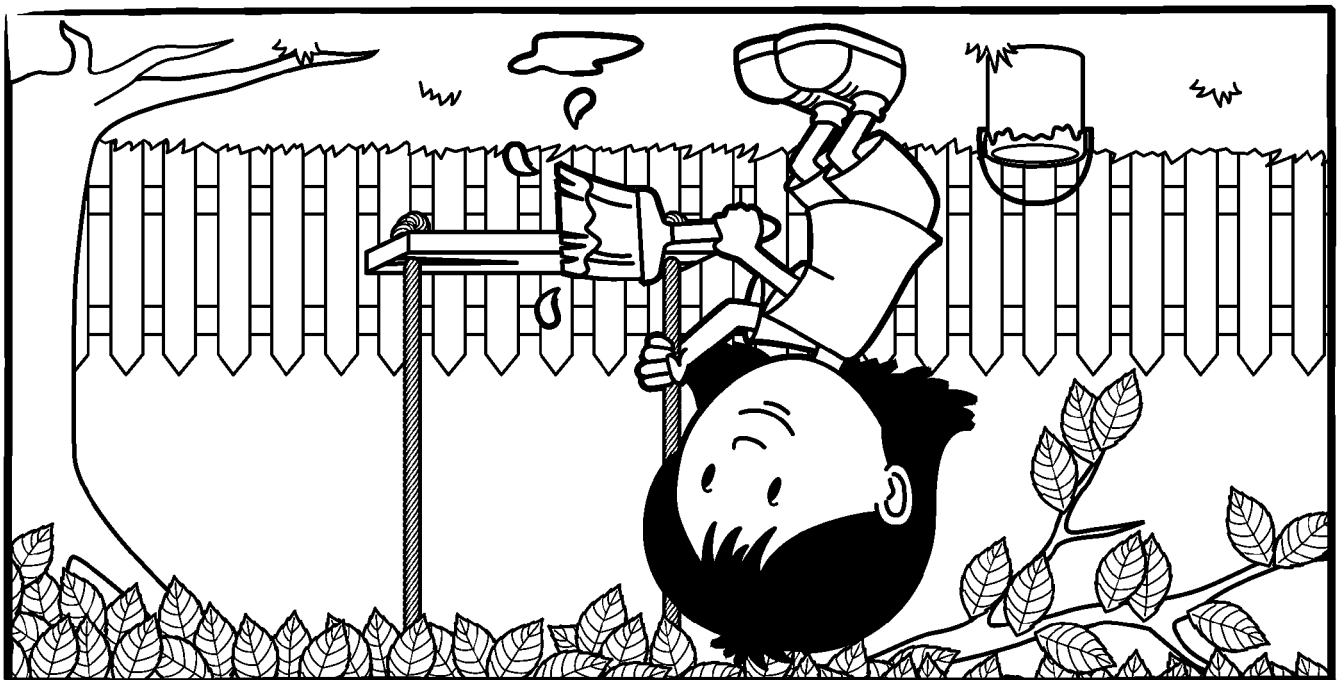


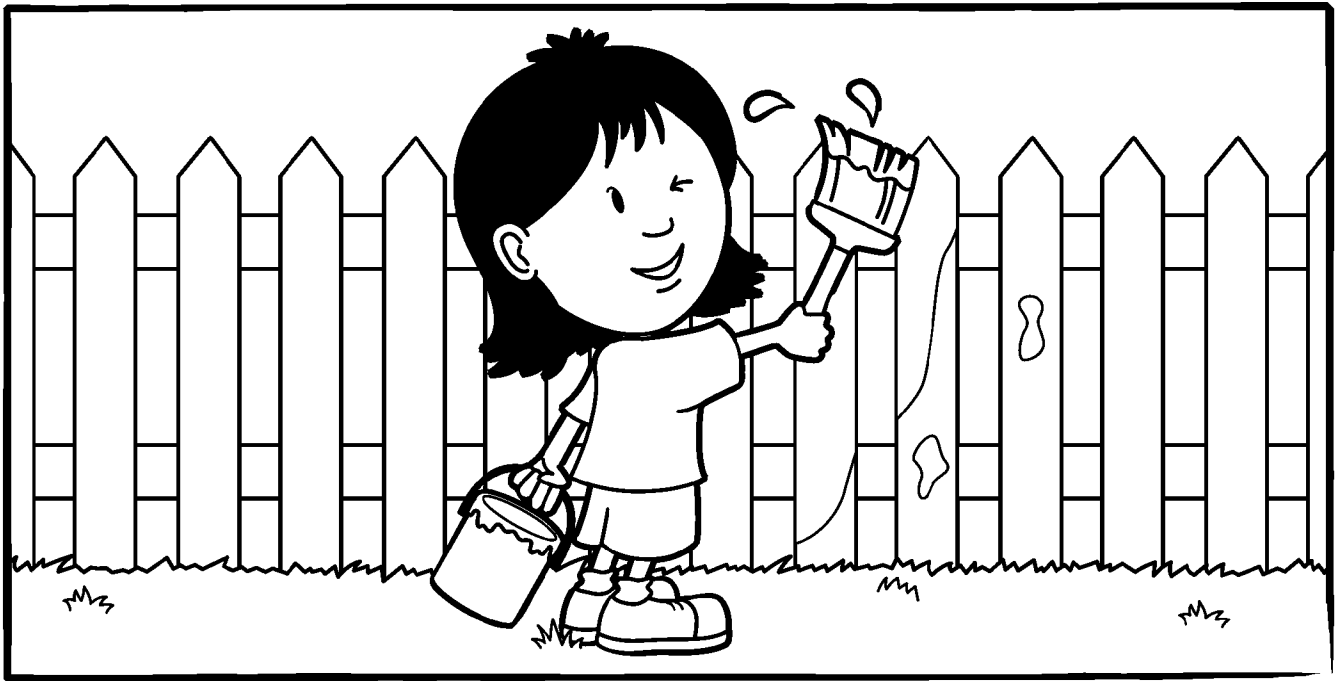
I like purple paint.

3

I paint my swing purple.

4



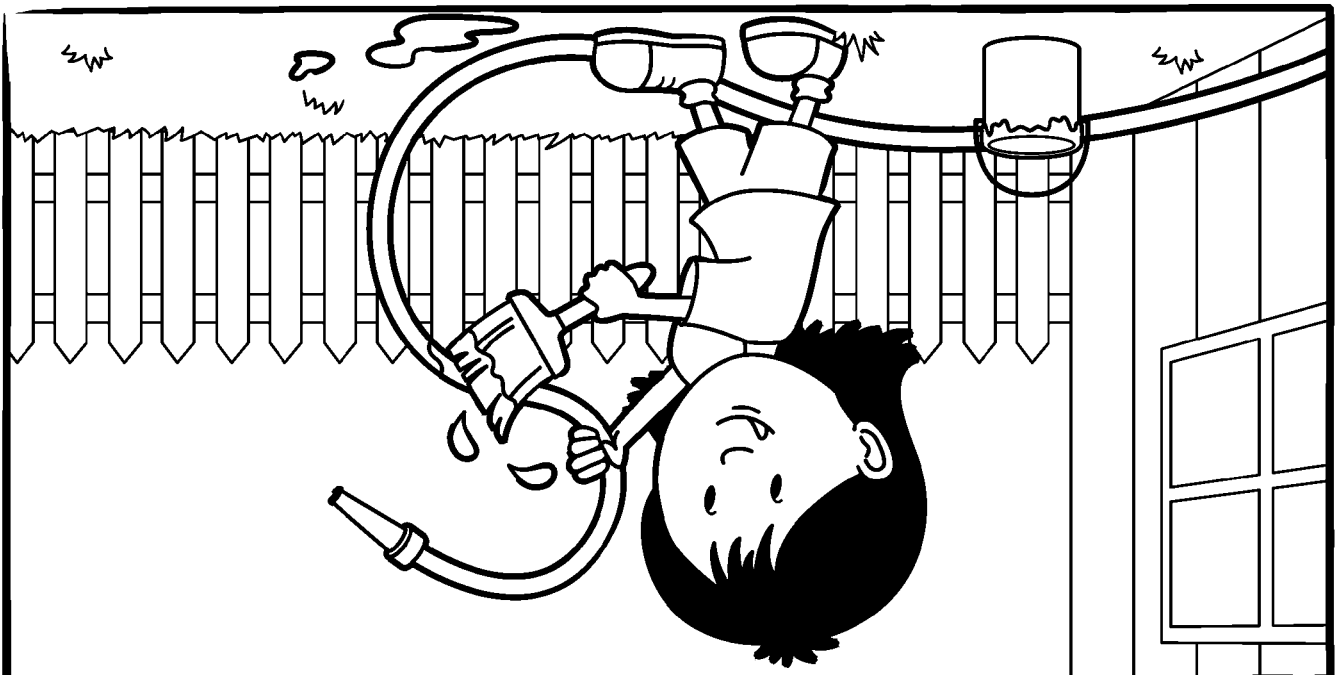


I paint the fence purple.

5

I paint the hose purple.

9



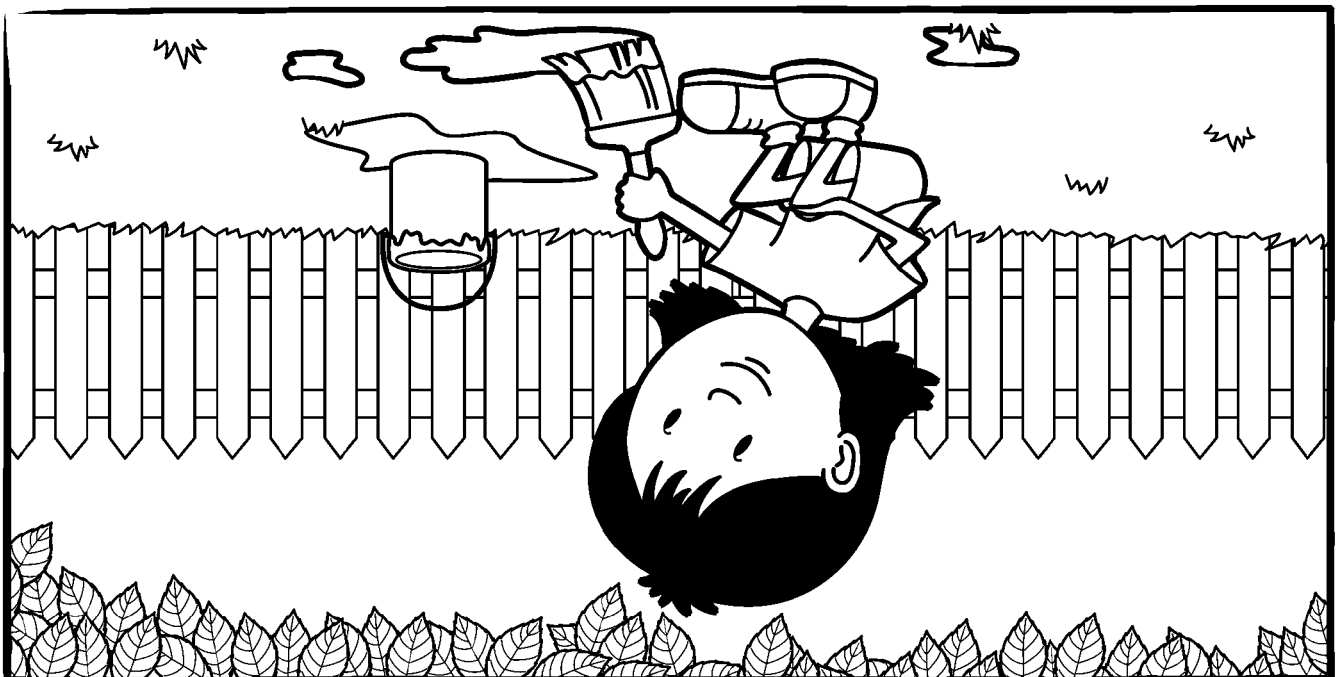


I paint my shoes purple.

7

I paint the grass purple.

8



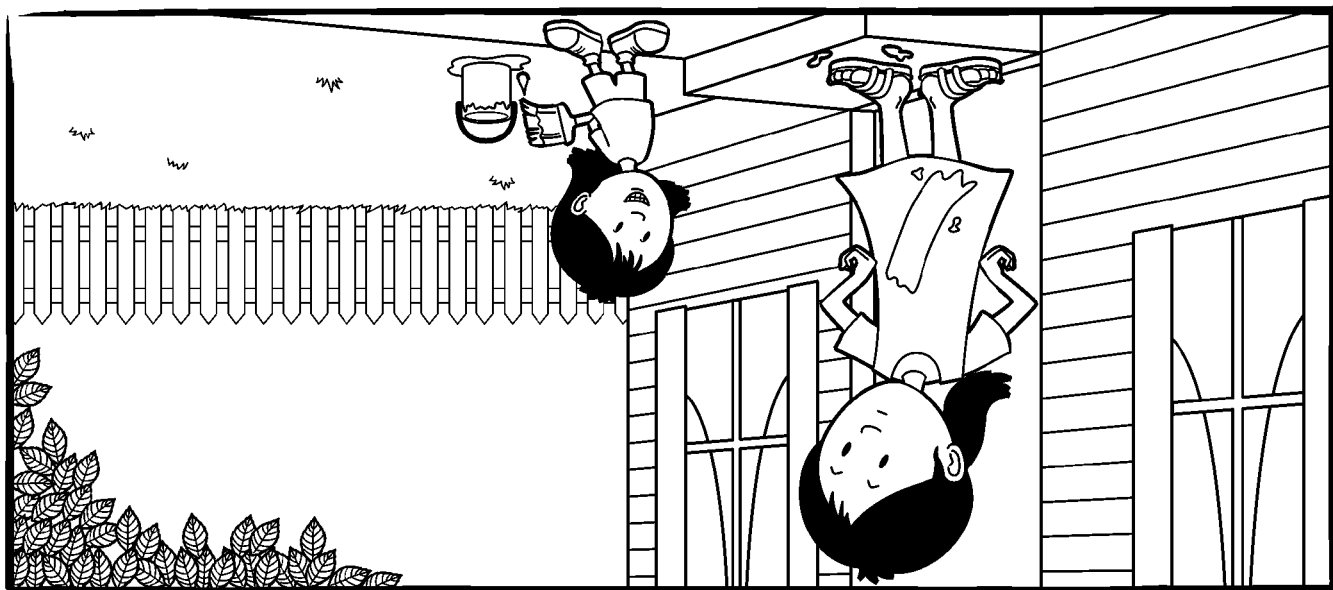


I paint the door purple.

9

I paint my mom purple.
Mom does not like purple paint.

10



Name _____

1



2



PAIN IT PURPLE • LEVEL B • 1

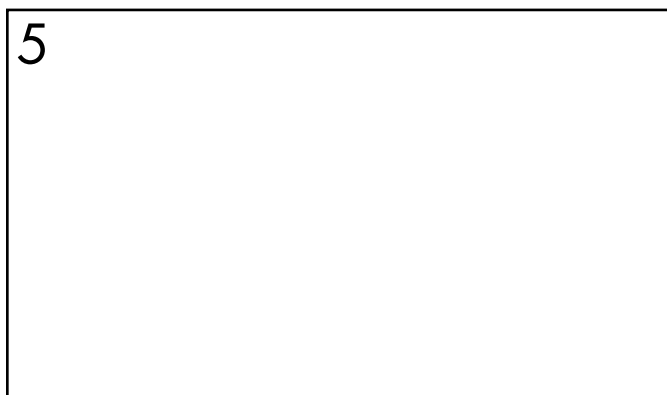
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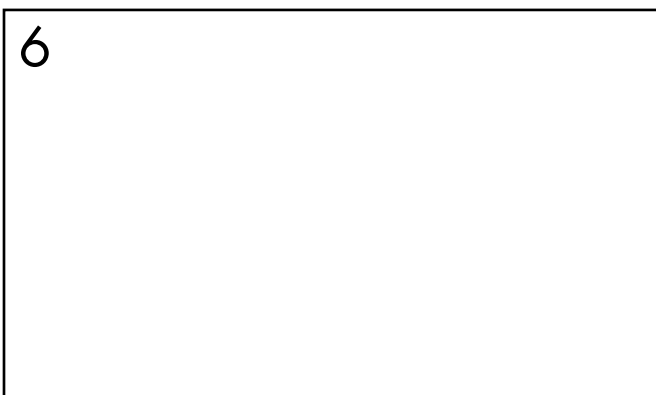
4



5



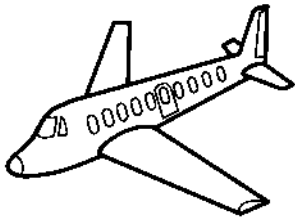
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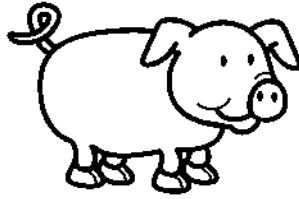
SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students draw a picture of what the girl painted in the order she painted it. Have them write the name of the object on the line under its picture.

Name _____



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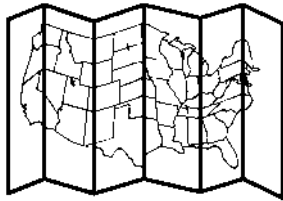


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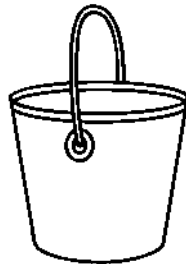


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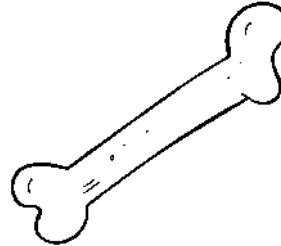
PAIN IT PURPLE • LEVEL B • 2



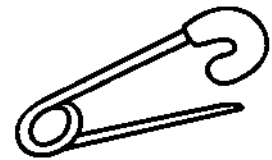
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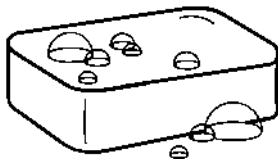
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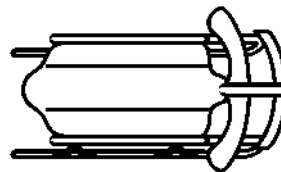
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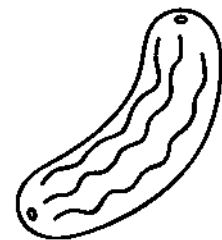
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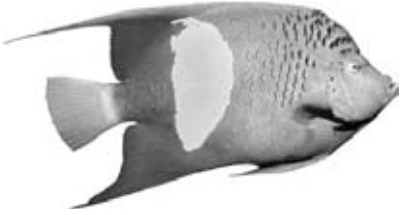
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SKILL: INITIAL/FINAL CONSONANT Pp

INSTRUCTIONS: Have students write the letter *p* in the first box if the /p/ sound comes at the beginning of the word. Have them write the letter *p* in the second box if the /p/ sound comes at the end of the word. Have students put an X on each picture that does not contain the /p/ sound.

LEVELED READER • B

How Many Legs?

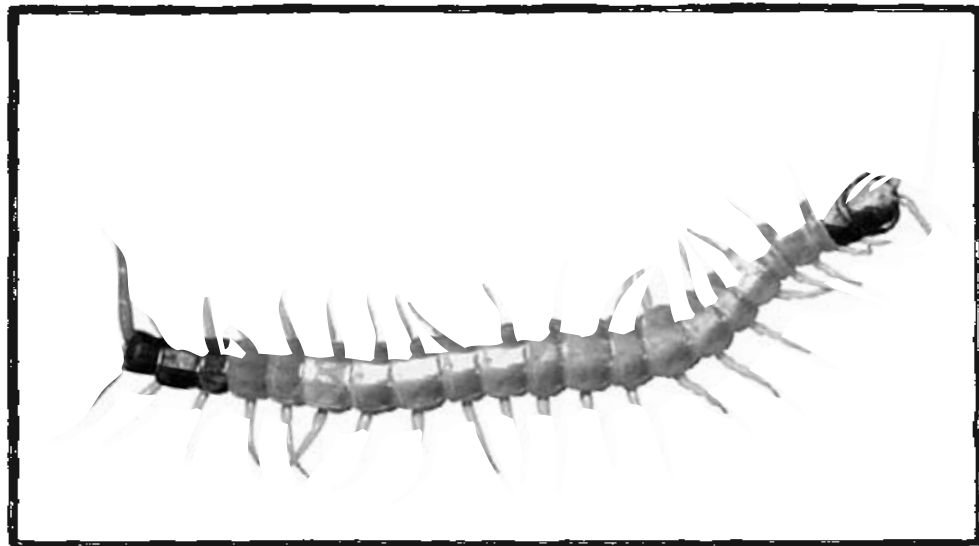


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How Many Legs?

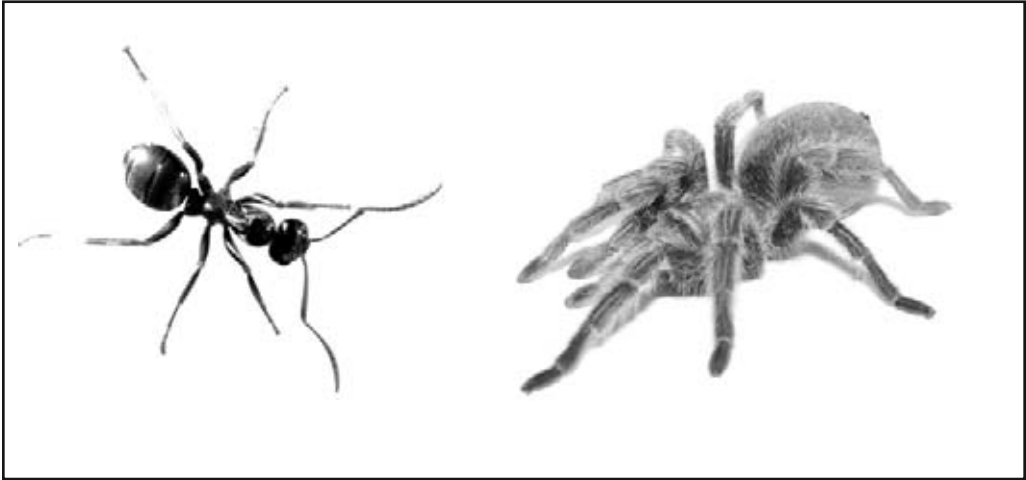
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How Many Legs?



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2	DRA
2	Reading Recovery
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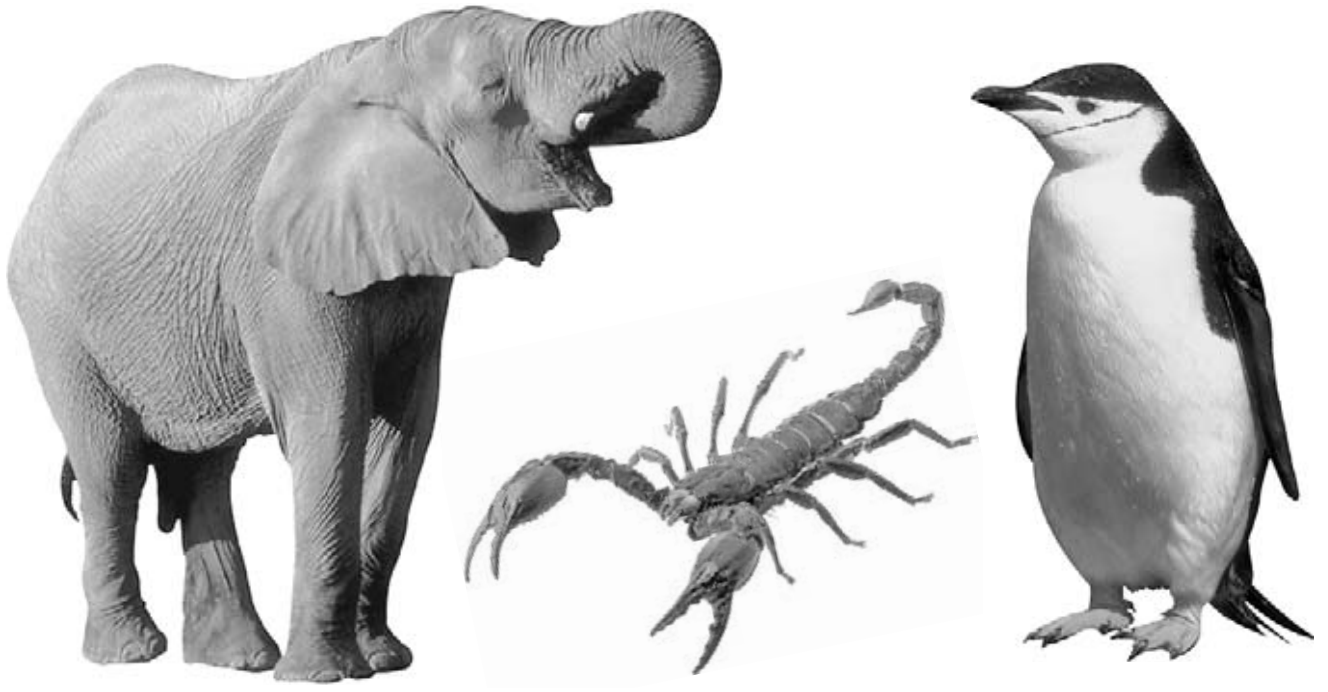
Correlation
LEVEL B

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Level B leveled Reader
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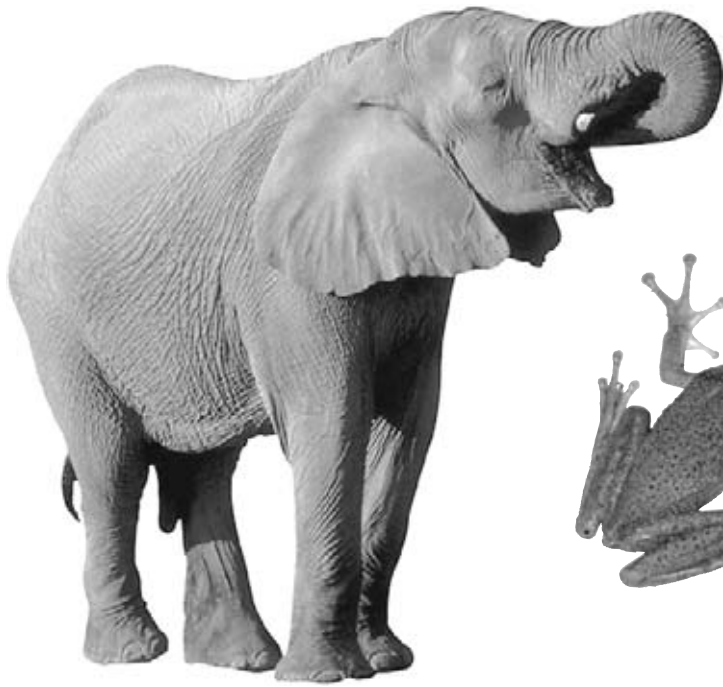
Many animals have legs.

3

These animals have two legs.

4





These animals have four legs.

5

These animals have six legs.

9



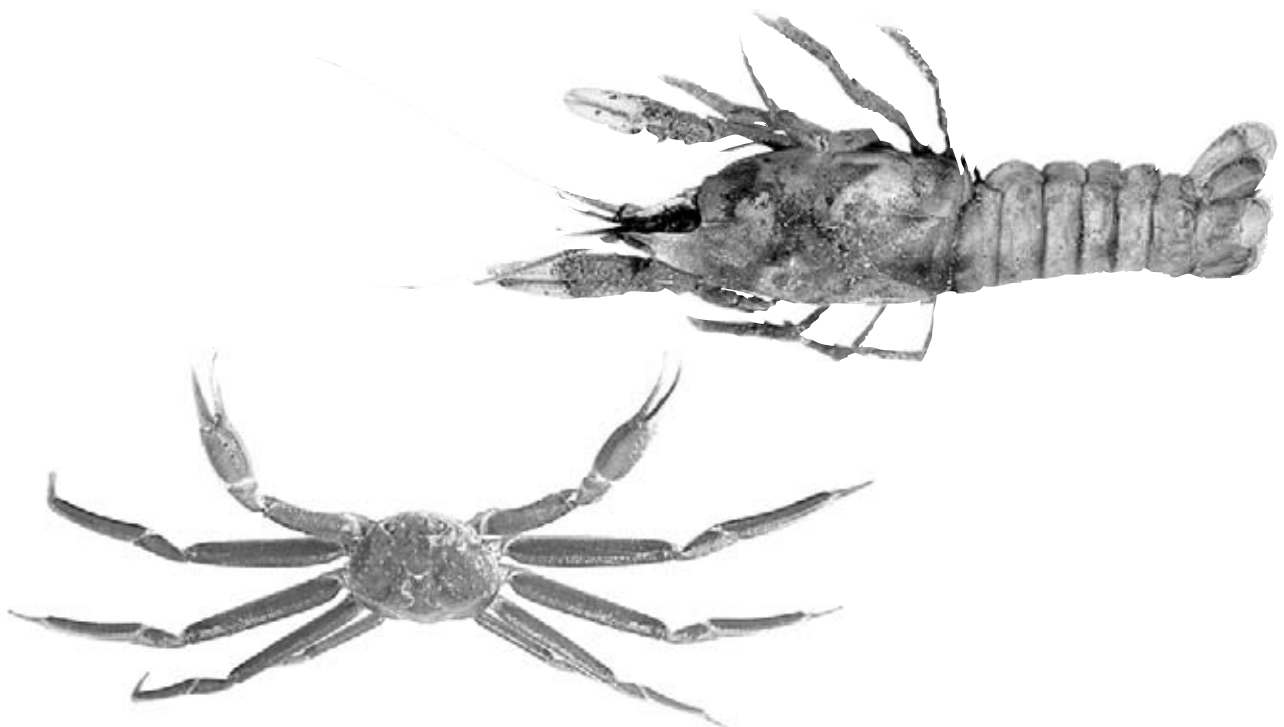


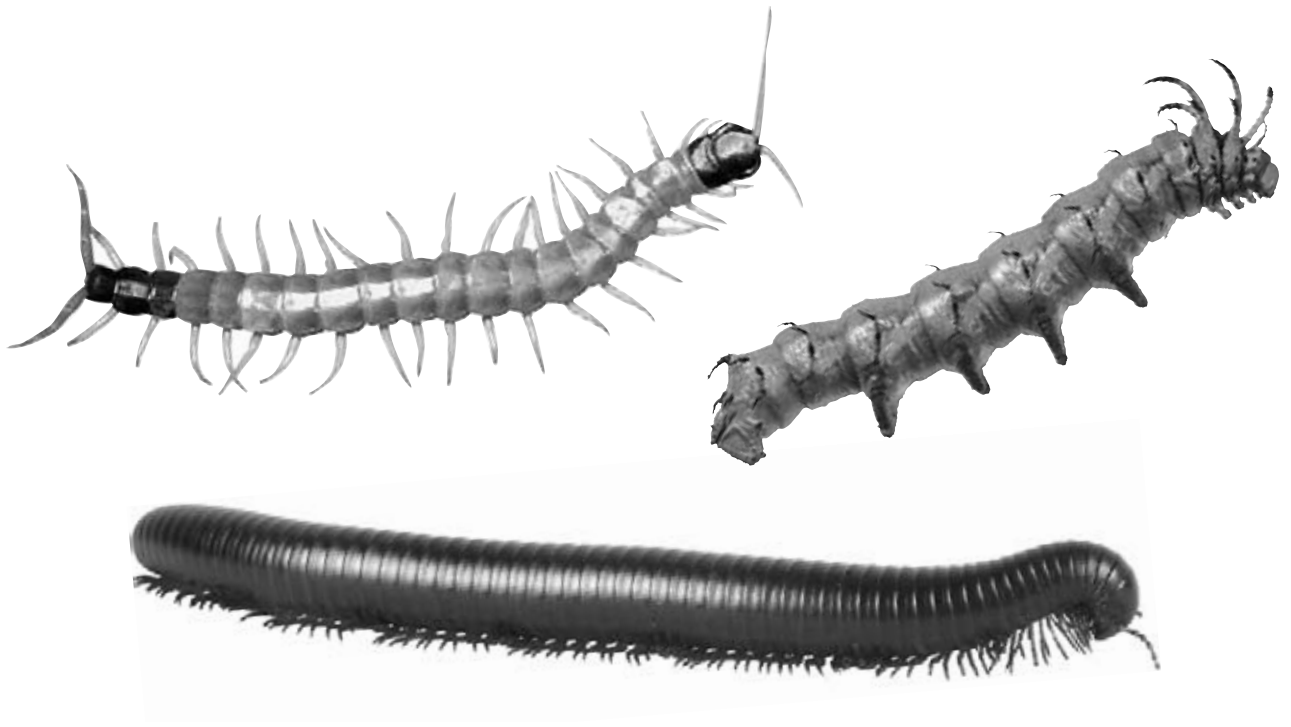
These animals have eight legs.

7

These animals have ten legs.

8

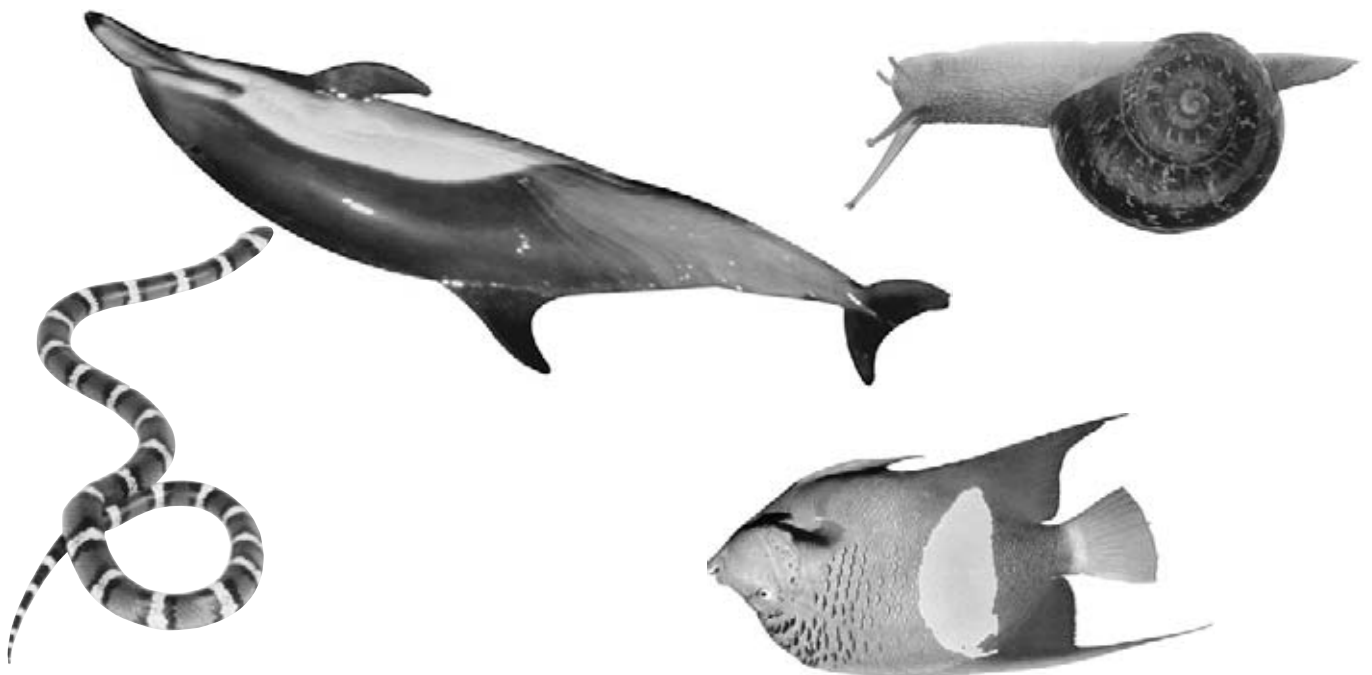




These animals have many legs.

9

How many legs do these animals have?



Name _____

INSTRUCTIONS: Have students find each of the animals in the book, count the number of legs, and put a check mark in the appropriate column.

Animals	0	2	4	6	8	10
						
						
						
						
						
						
						

HOW MANY LEGS • LEVEL B • 1

SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Have students read each word and draw a picture to go with it. Have them circle each word that has the short /e/ sound.

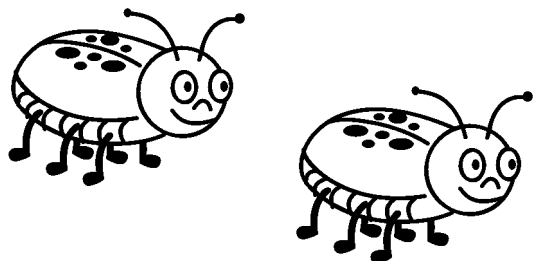
bug	bat	leg
pet	hat	pen
fan	hen	jet

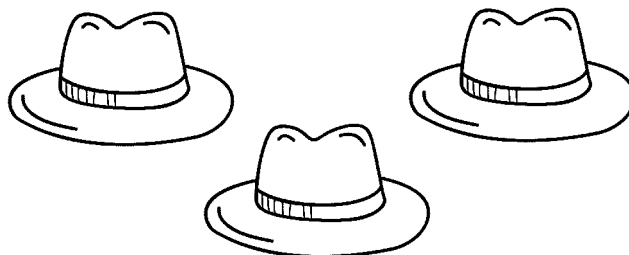
HOW MANY LEGS • LEVEL B • 2

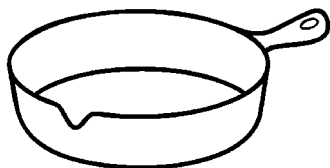
SKILL: PHONICS

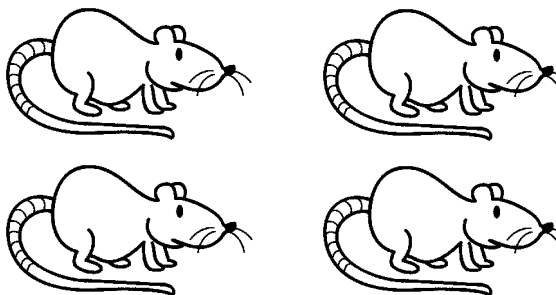
Name _____

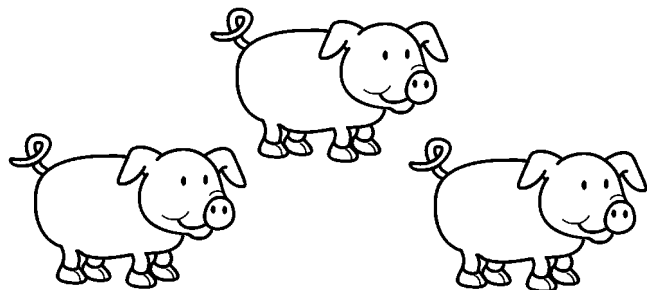
INSTRUCTIONS: Have students count the number of the items in each box and write the number on the first line. Have students write the correct plural of the word on the second line.

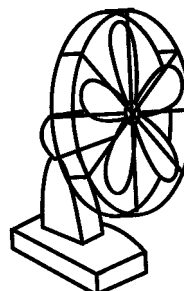












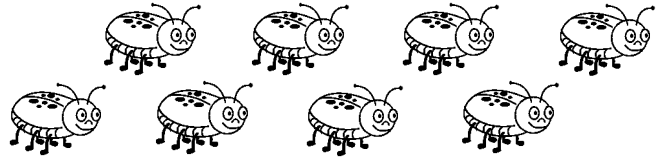
HOW MANY LEGS • LEVEL B • 3

SKILL: GRAMMAR, MECHANICS, USAGE

Name _____

INSTRUCTIONS: Have students match the number words and numerals with the correct number of items.

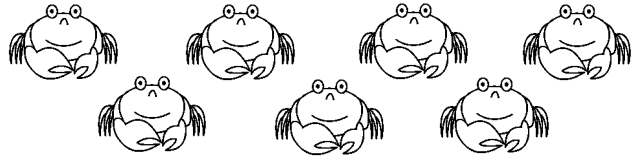
1 one



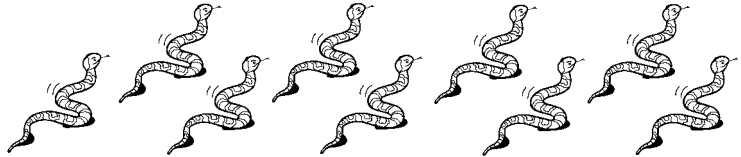
2 two



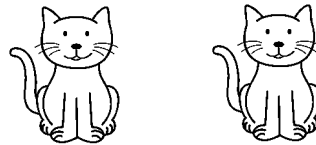
3 three



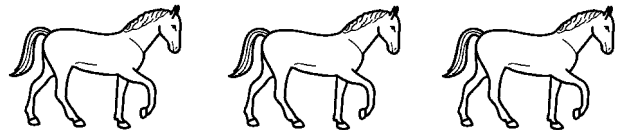
4 four



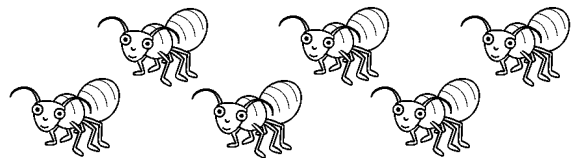
5 five



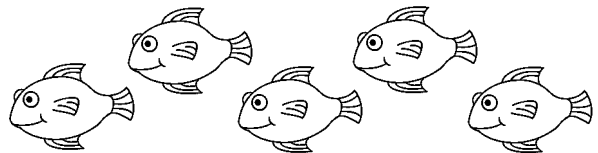
6 six



7 seven



8 eight



9 nine



10 ten _____



LEVELED READER • B

Where Is Water?



Written by Felicia Brown

www.readinga-z.com

Where Is Water?

A Reading A-Z Level B Leveled Reader • Word Count: 38




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Where Is Water?



Written by Felicia Brown

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Correlation

Where Is Water?
Level B Leveled Reader
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Learning Page
1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com



Water is all around us.

3

Water is in rivers.

4





Water is in lakes.

5

Water is in the ocean.

9





Water is in the sky.

7

Water is in the pool.

8



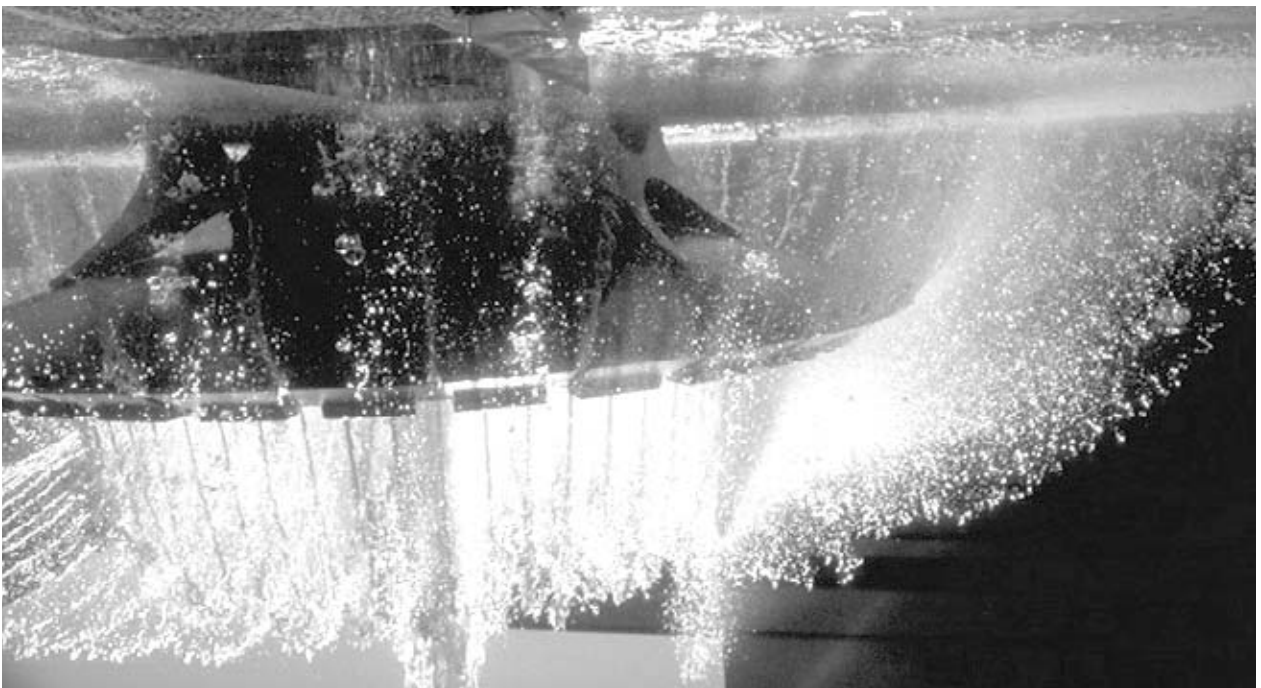


Water is under the ground.

9

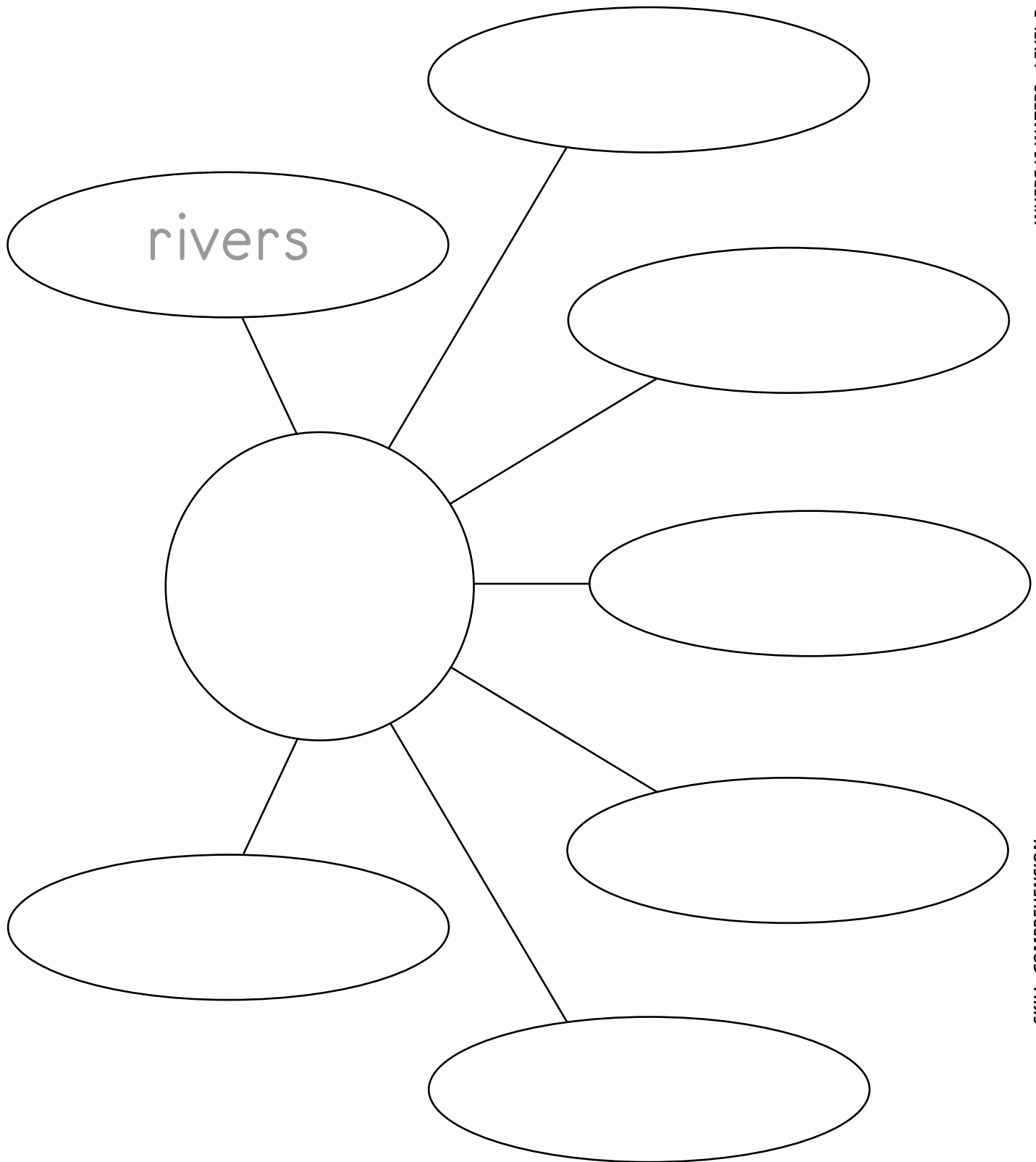
Where do you see water?

10



Name _____

INSTRUCTIONS: Have students write the subject of the book in the large circle. Then have them write a place where water can be found in each oval. In the extra oval, have them write one place where they have seen water that they did not read about in the book.



WHERE IS WATER? • LEVEL B • 1

SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Have students write the capital letter in the blank. Then have them put a period (.) at the end of the sentence.

_____ W _____
_____ater is all around.



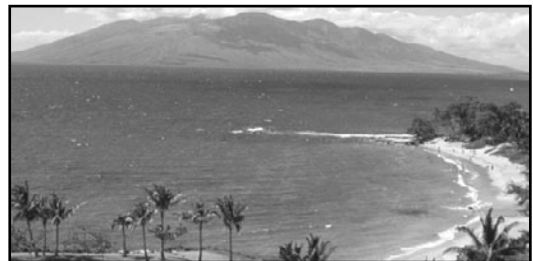
_____ivers have water



_____akes have water



_____here is water in the ocean



_____ain is water in the sky



_____pool has water

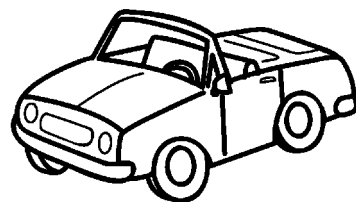
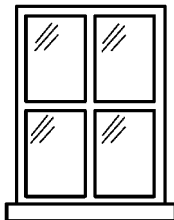
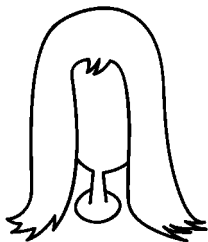


WHERE IS WATER? • LEVEL B • 2

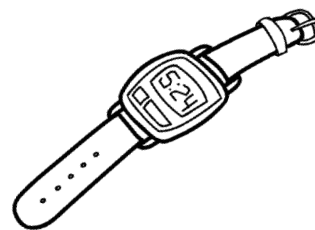
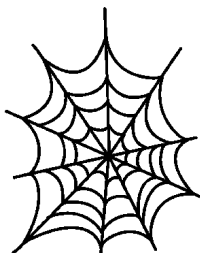
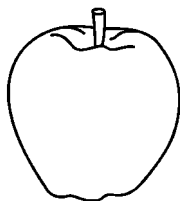
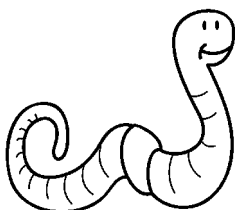
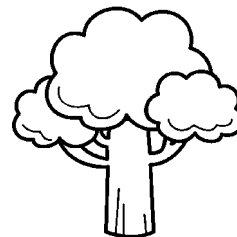
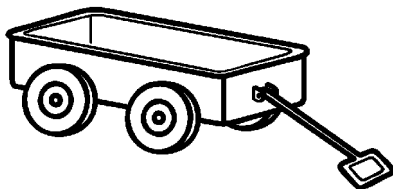
SKILL: GRAMMAR/MECHANICS/USAGE

Name _____

INSTRUCTIONS: Have students write a letter *w* under each word that begins with the same /w/ sound in the word *wig*.



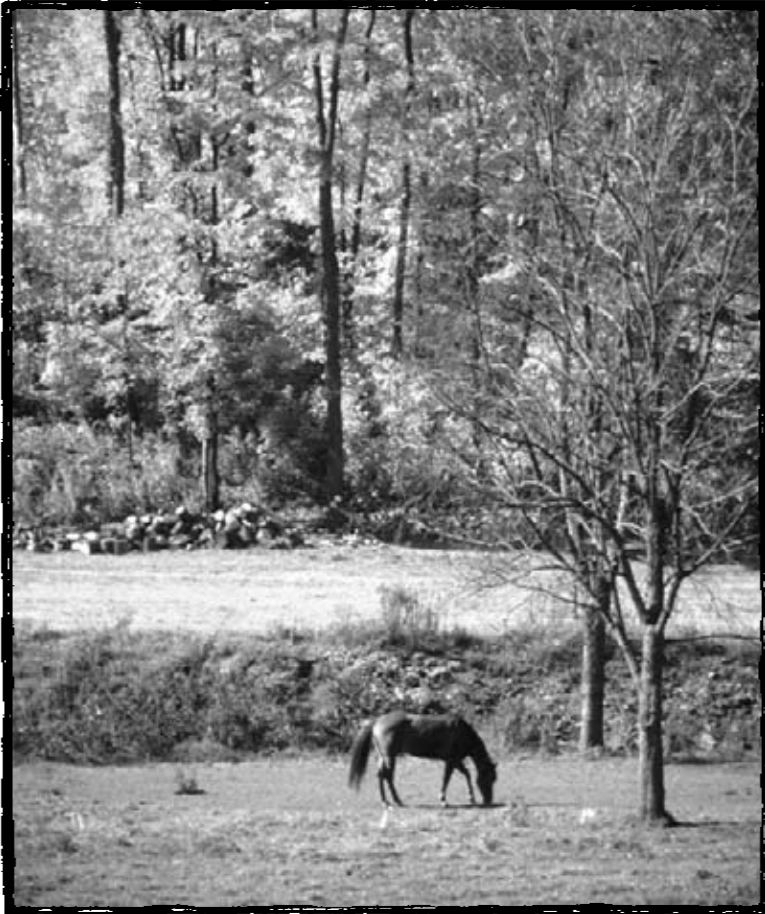
W



Near and Far Away

A Reading A-Z Level B Leveled Reader

Word Count: 36



Reading a-z

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LEVELED READER • B

Near and Far Away



Written by Cheryl Ryan

www.readinga-z.com

Near and Far Away

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Near and Far Away
Level B Leveled Reader
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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



This lion is near.



That lion is far away.



This owl is near.



That owl is far away.



This wolf is near.



That wolf is far away.



This deer is near.



That deer is far away.

Name _____

INSTRUCTIONS: Have students find things that are near to them, and draw and/or write them in the first column. Then have students find things that are far away and draw and/or write them in the second column.

Near to Me	Far Away
	

Name _____

INSTRUCTIONS: Have students read each sentence and draw the object that begins with the letter *f*. Have them leave the box empty if there is no word in the sentence that begins with the letter *f*.

Here is a black cat.	This is a big, red fin.
The fish will not fit in the pan.	I fed the fox in the box.
This is a blue flower.	I see the horse.

Name _____

INSTRUCTIONS: Read each sentence with students, inserting the word "blank" as you read. Then have students draw a picture of something that could fill the blank in each box. Help them write the word in the blank to complete the sentence. Then have students read their sentences aloud.

The _____ is big.

The _____ is little.

The _____ is up high.

The _____ is down low.

The _____ is hot.

The _____ is cold.

LEVELED READER • B

Pond Life

Written by Susan Hartley

www.readinga-z.com

Pond Life

A Reading A-Z Level B Leveled Reader • Word Count: 48




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Pond Life



Written by Susan Hartley

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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

Correlation
LEVEL B

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Level B Leveled Reader
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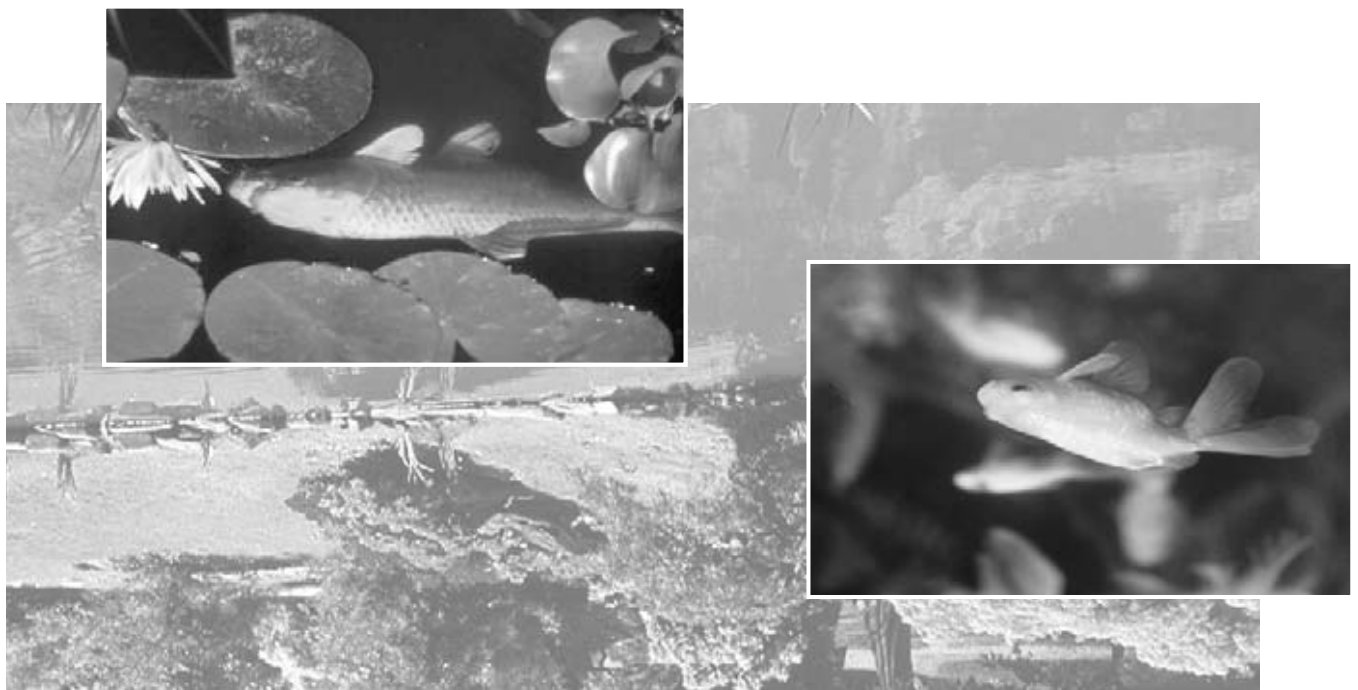


There are plants in the pond.

3

There are fish in the pond.

4



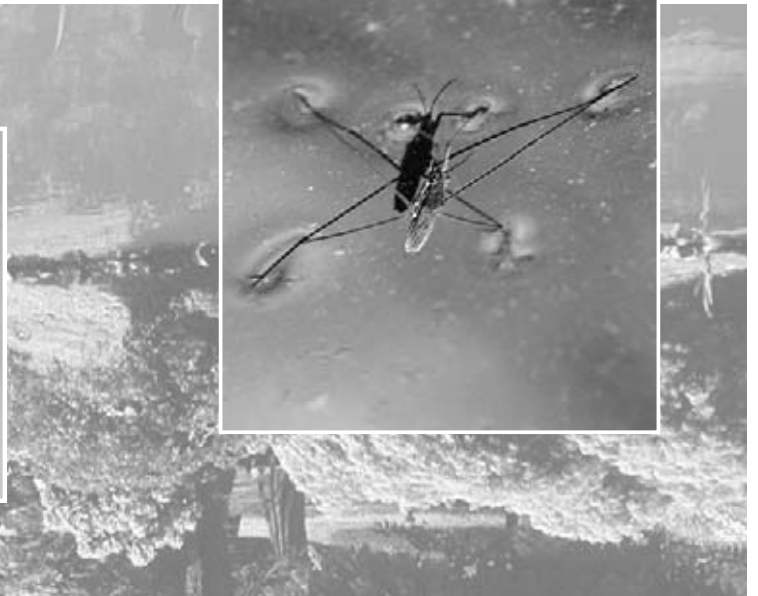
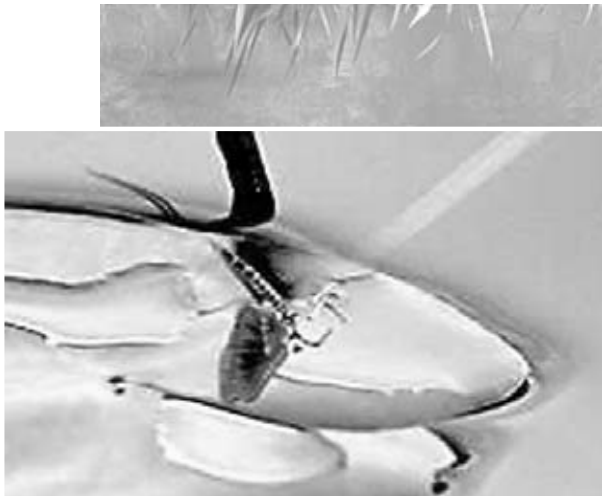


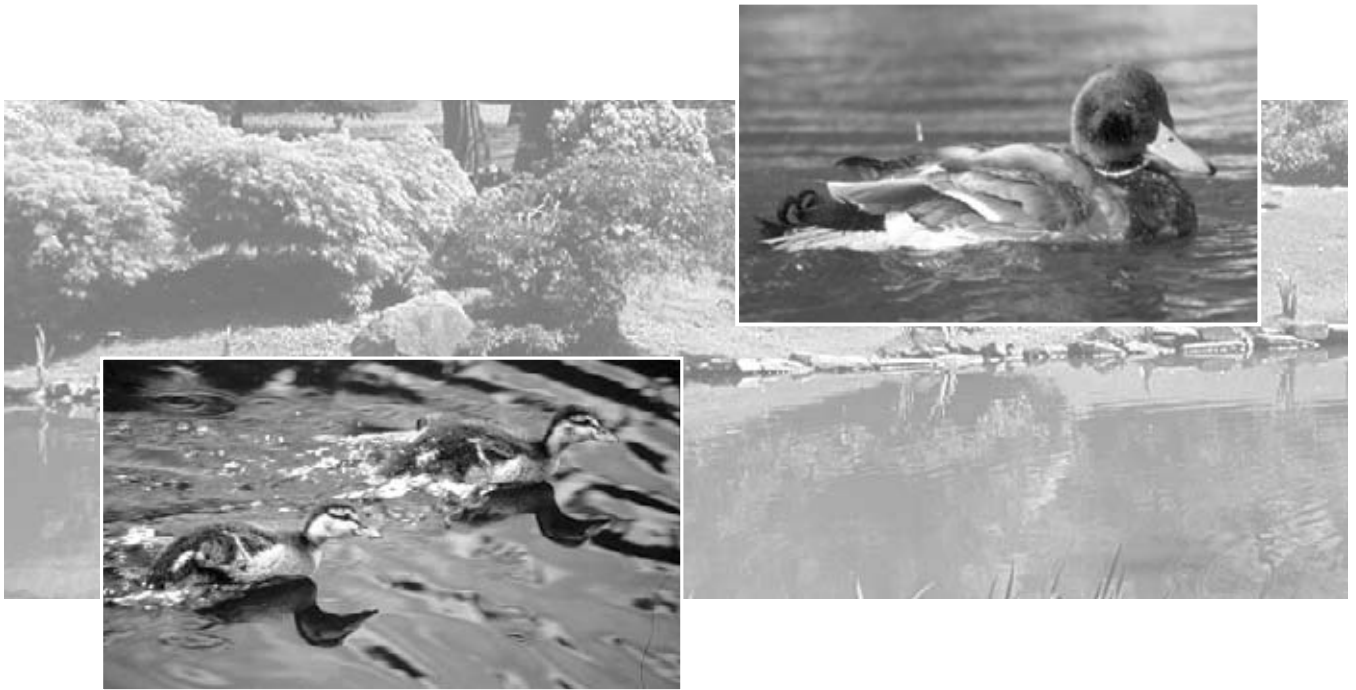
There are snails in the pond.

5

There are bugs in the pond.

6





There are ducks in the pond.

7

There are turtles in the pond.

8



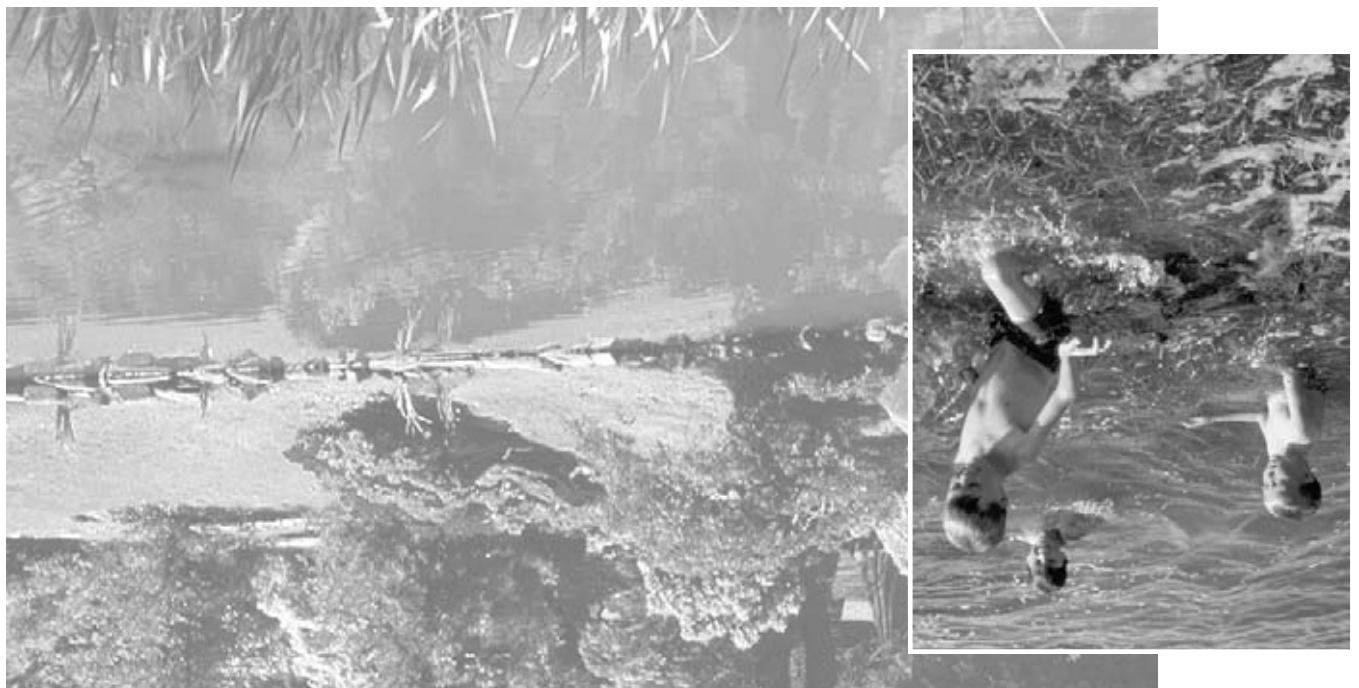


There are beavers in the pond.

9

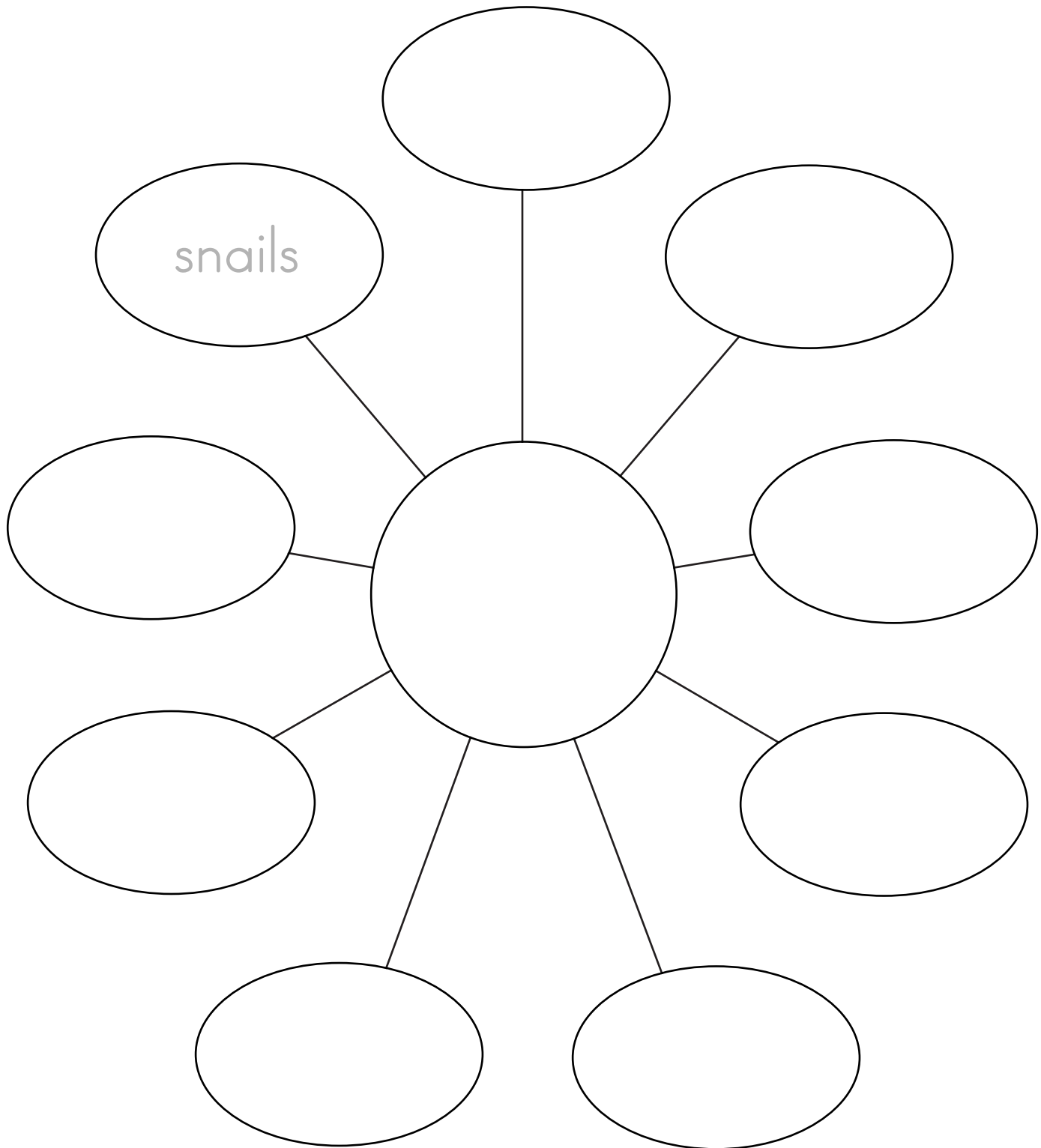
There are boys in the pond.

10



Name _____

INSTRUCTIONS: Have students write what the book is about in the circle in the center of the page. Then have them write a thing that can be found in a pond in each oval. In the extra oval, have them write one thing they have seen in a pond that they did not read about in the book.



Name _____

INSTRUCTIONS: Have students cut out the naming words and paste each one in the sentence that tells about it.



There are in the pond.



There are in the pond.



There are in the pond.



There are in the pond.



There are in the pond.



There are in the pond.



There are in the pond.



There are in the pond.

ducks

plants

boys

bugs

beavers

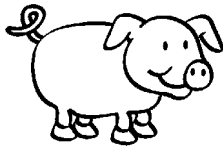
snails

fish

turtles

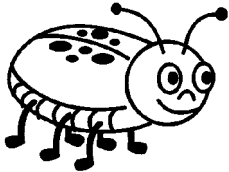
Name _____

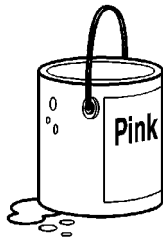
INSTRUCTIONS: Have students write the letter *p* under each word that begins with the same /p/ sound in the word *pan*.

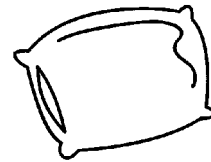


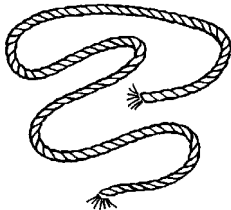


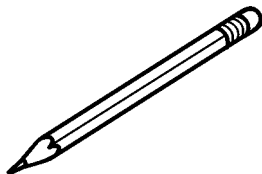


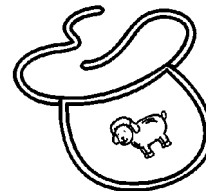


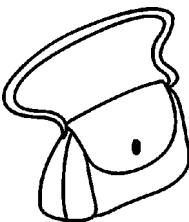


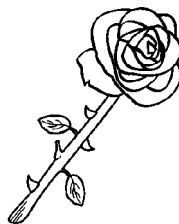


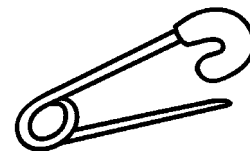












Name _____

INSTRUCTIONS: Have students cut out the pictures. Tell them to paste the pictures of things that live in a pond on the pond.



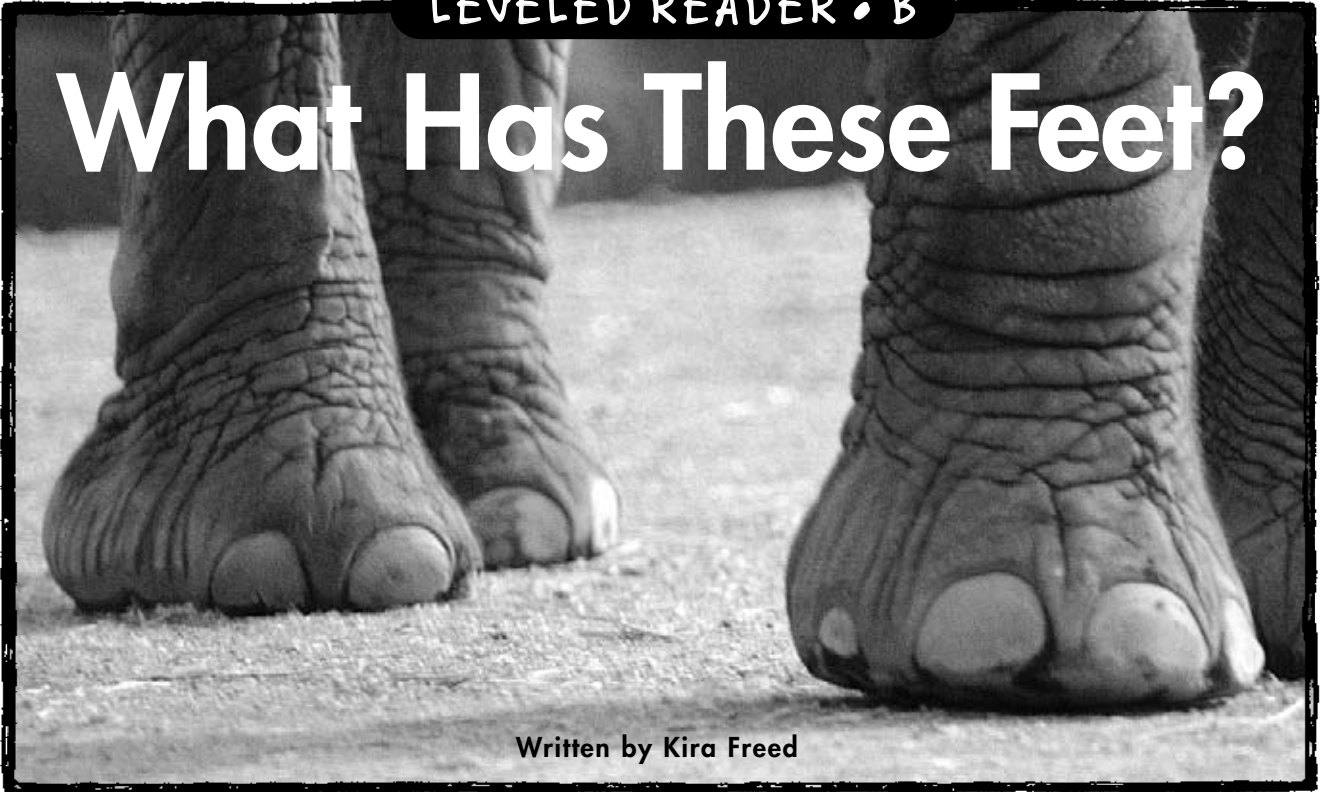
POND LIFE • LEVEL B • 4



SKILL: VOCABULARY

LEVELED READER • B

What Has These Feet?



Written by Kira Freed

www.readinga-z.com

What Has These Feet?

A Reading A-Z Level B Leveled Reader • Word Count: 51



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What Has These Feet?



Written by Kira Freed

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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

LEVEL B
Correlation

What Has These Feet?
Level B Leveled Reader
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Title page: Polar bear feet

Photo Credits:
All photos: © ArtToday

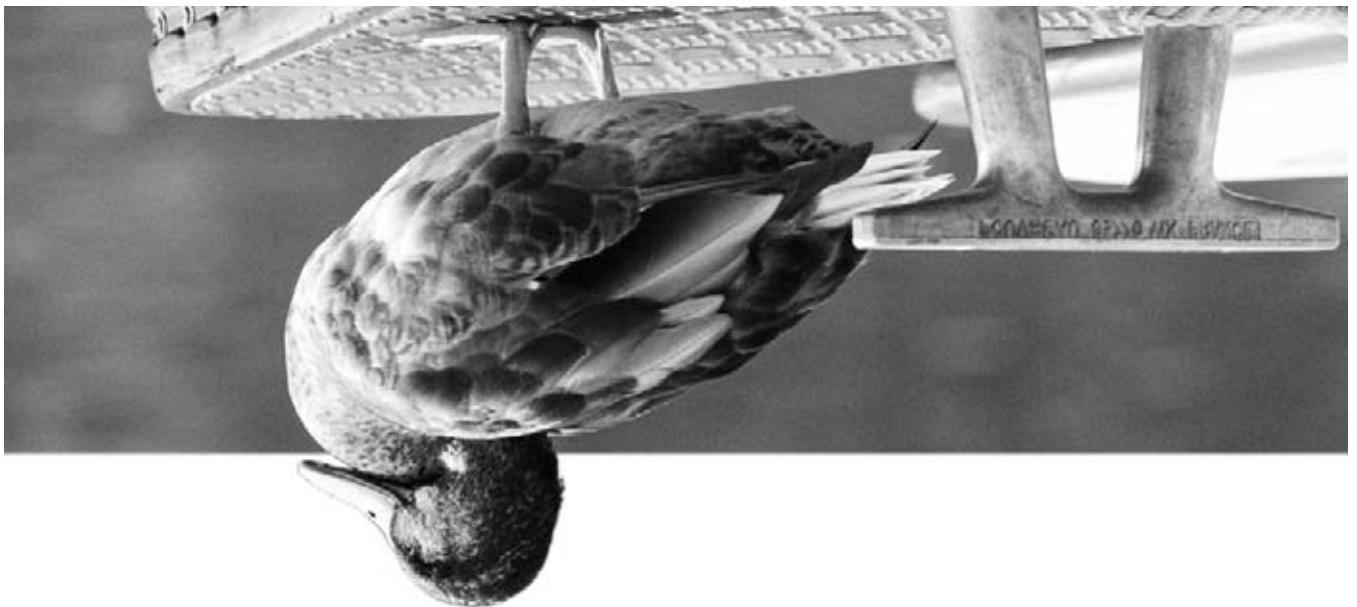


What kind of animal
has these feet?

3

A duck has these
little feet.

4





What kind of animal
has these feet?

5

An elephant has these
big feet.

6





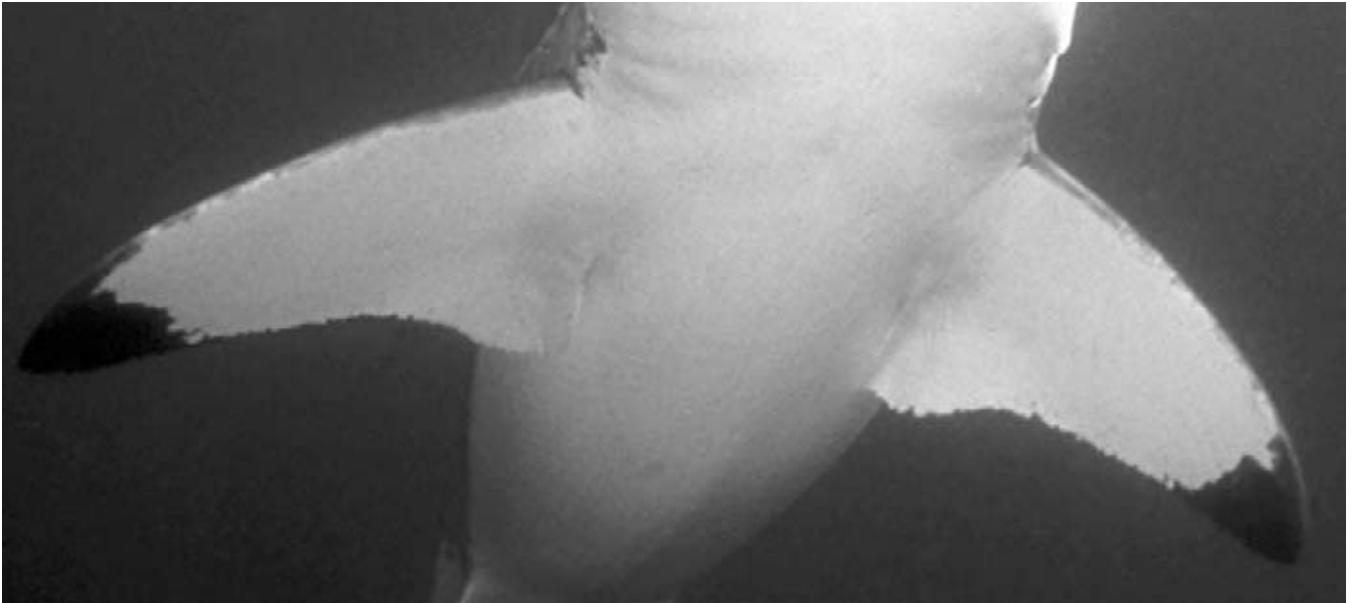
What kind of animal
has these feet?

7

A tiger has these
soft feet.

8



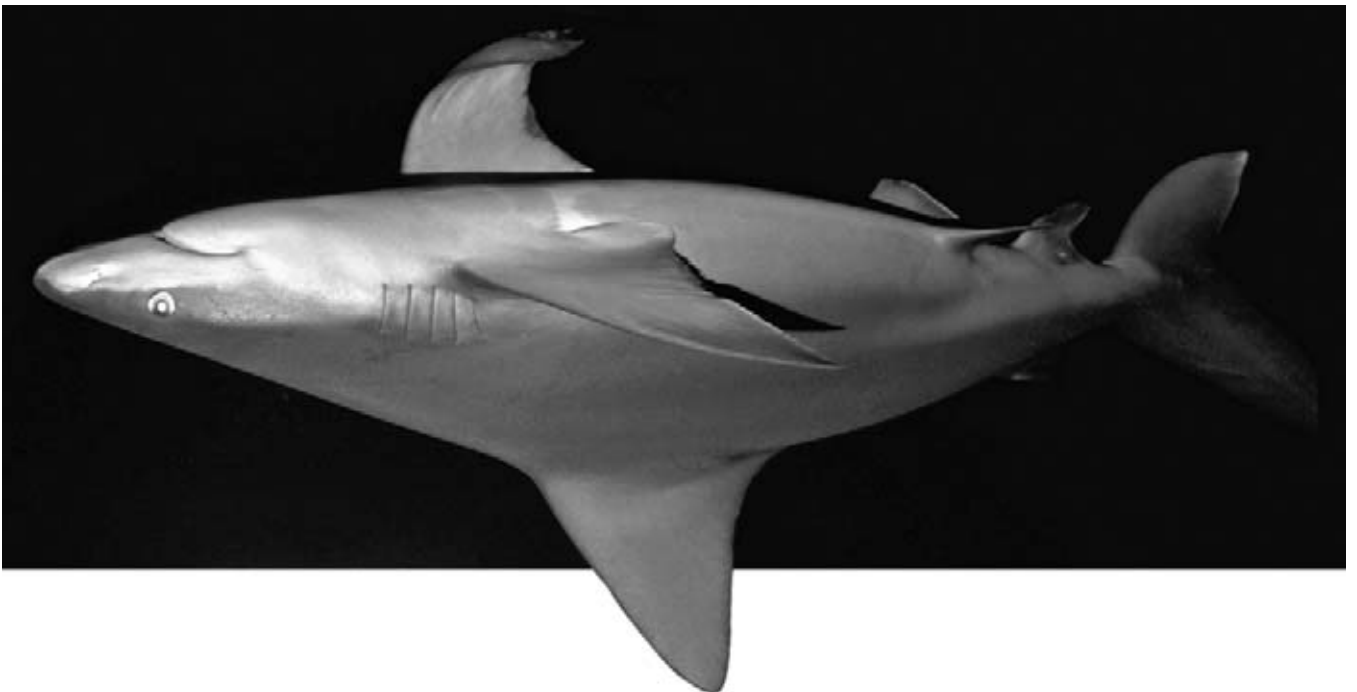


What kind of animal
has no feet?

9

A shark has no feet.

10



Name _____

INSTRUCTIONS: Have students cut out the photos at the bottom of the page and paste in the animal pictures to answer the questions.



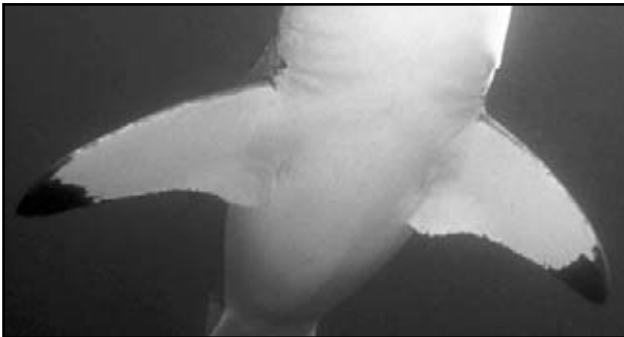
What kind of animal has these feet?



What kind of animal has these feet?



What kind of animal has these feet?



What kind of animal has these feet?



WHAT HAS THESE FEET? • LEVEL B • 1

SKILL: QUESTIONS AND ANSWERS

Name _____

INSTRUCTIONS: Have students cut out the animal photos to play a guessing game from the lesson plan.



WHAT HAS THESE FEET? • LEVEL B • 2

SKILL: CONTENT VOCABULARY

Animal Sounds

A Reading A-Z Level B Leveled Reader

Word Count: 20

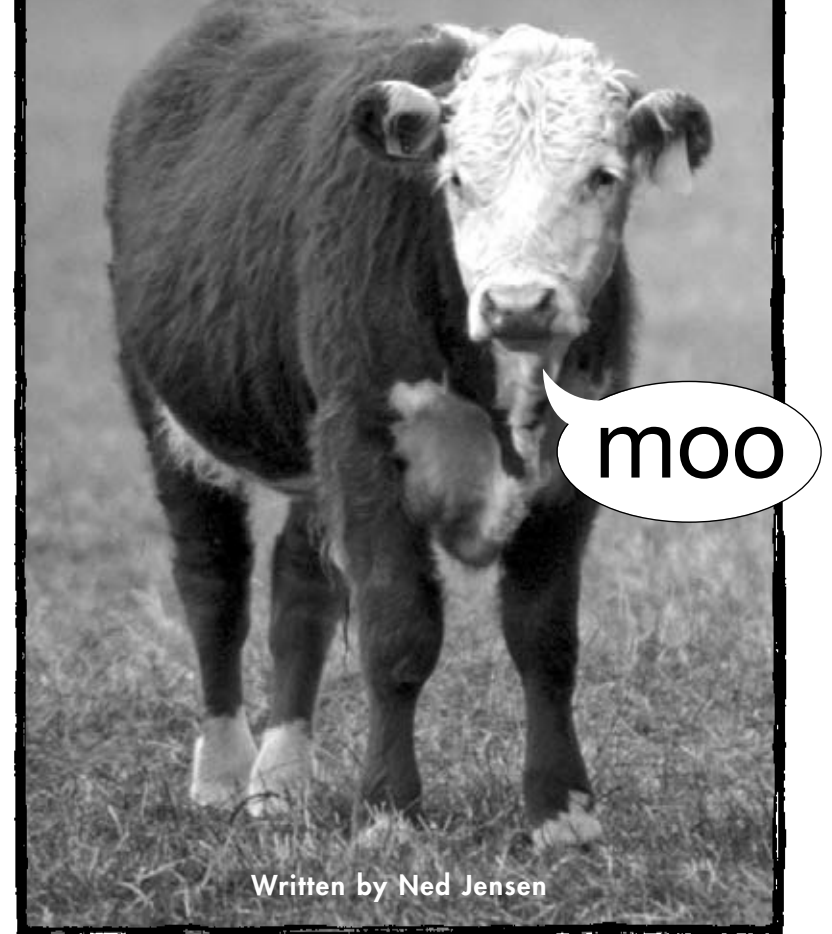


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LEVELED READER • B

Animal Sounds



Written by Ned Jensen

www.readinga-z.com

Animal Sounds



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Animal Sounds
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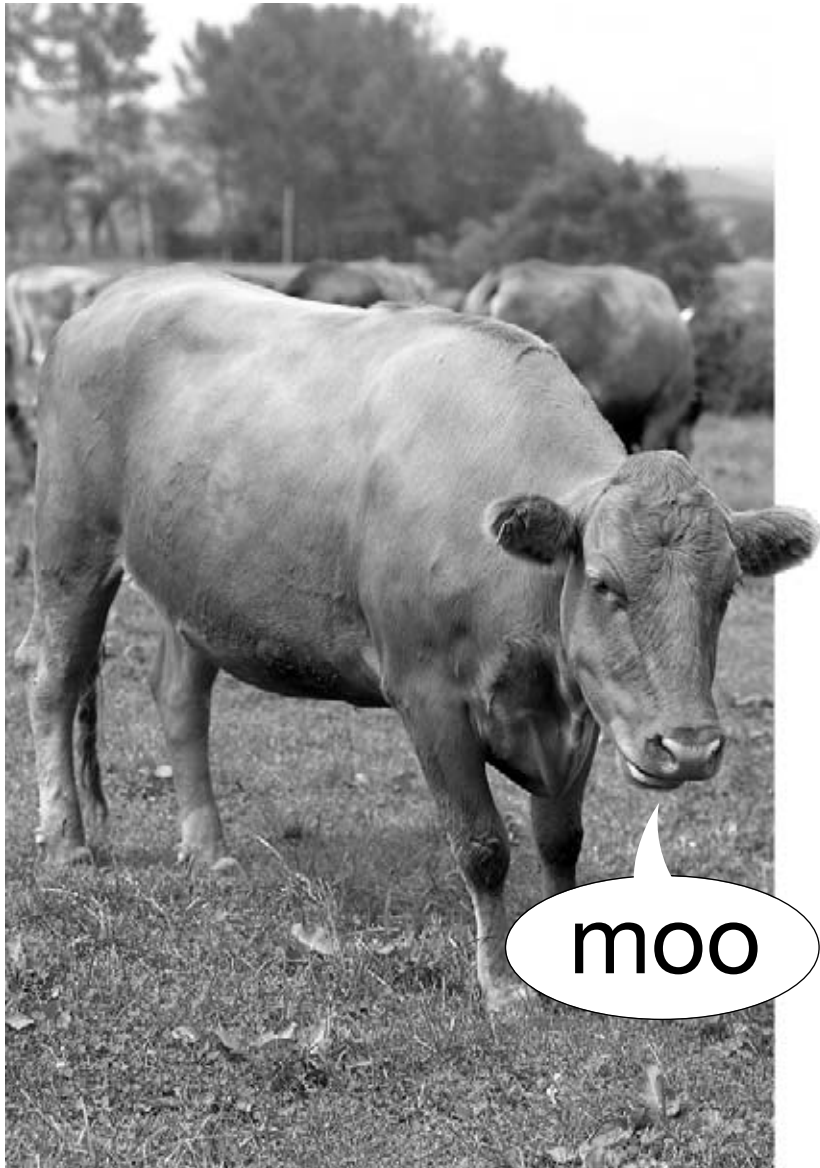
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



Dogs bark.



Cats meow.



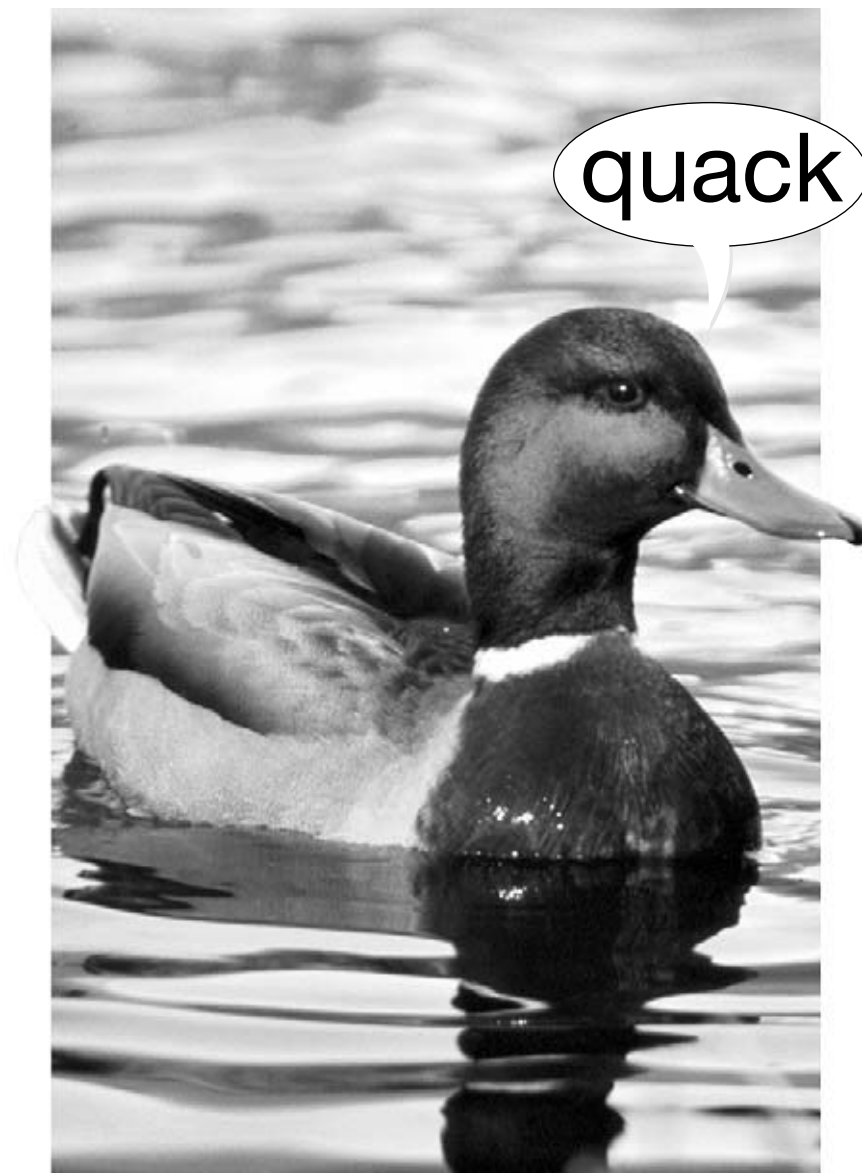
Cows moo.



Pigs oink.



Birds chirp.



Ducks quack.



Snakes hiss.



Bees buzz.

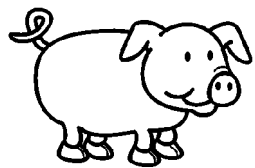
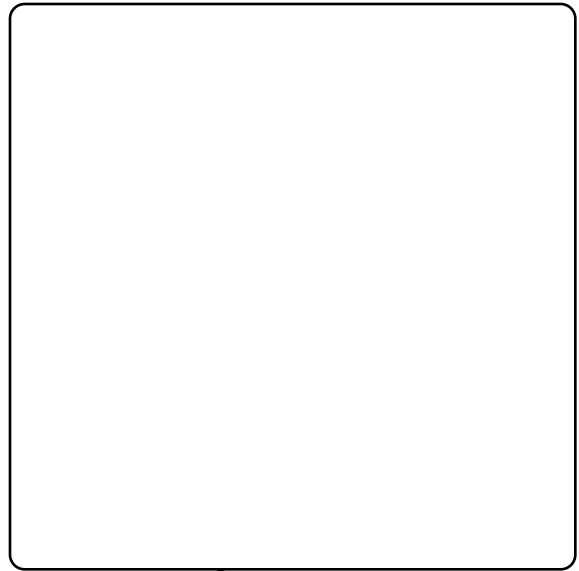
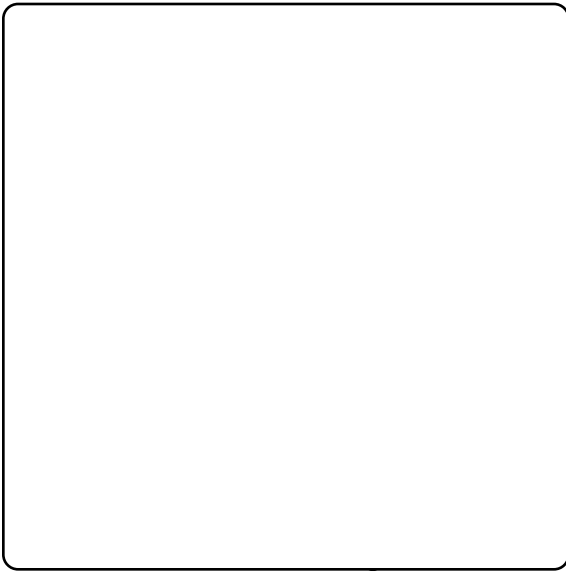


Lions roar.

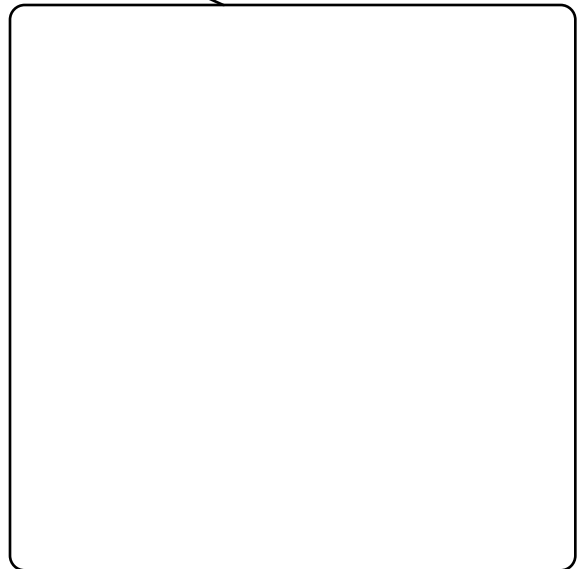
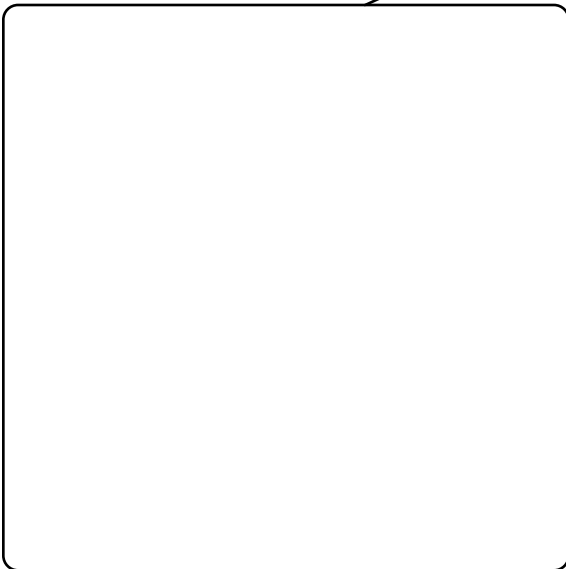


Dads snore.

Name _____



Different animals make
different sounds.



INSTRUCTIONS: Read the main idea with students. Then have them draw and label four details that support the main idea.

Name _____

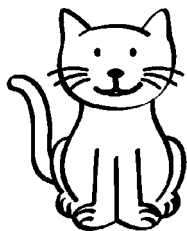
a

e

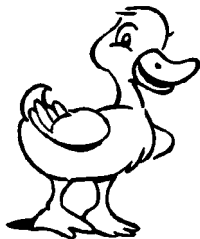
i

o

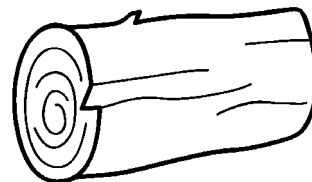
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c _ _ t



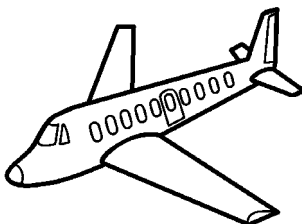
d _ _ ck



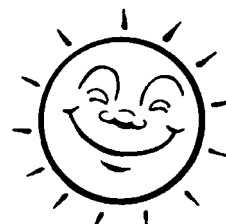
l _ _ g



d _ _ g



j _ _ t



s _ _ n



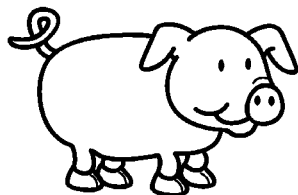
r _ _ ck



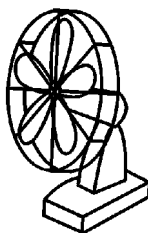
m _ _ n



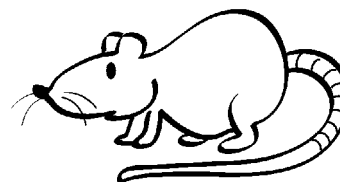
t _ _ p



p _ _ g



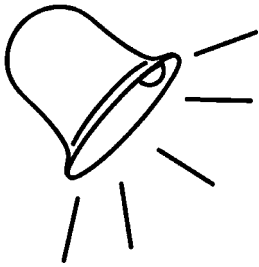
f _ _ n



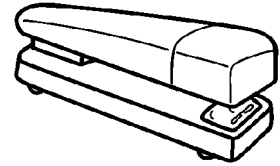
r _ _ t

INSTRUCTIONS: Say the picture words aloud with students (*cat, duck, log, dog, jet, sun, rock, man, top, pig, fan, rat*). Have students choose from the vowels in the box at the top of the page to write in the missing vowel in each word. Tell students some vowels may be used twice. When students are finished, review the short vowel sound in each word.

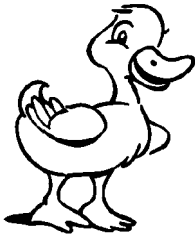
Name _____



ring



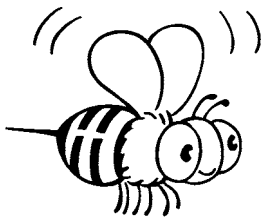
buzz



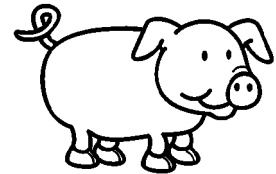
zoom



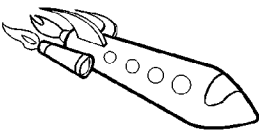
click



splash



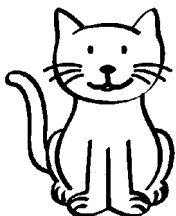
quack



meow

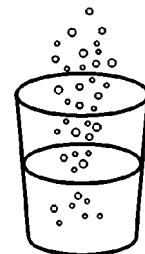


fizz



oink

squeak



INSTRUCTIONS: Review pictures and read the onomatopoeic words together. Have students match each picture with the sound it makes.

Animals Can Move

A Reading A-Z Level B Leveled Reader

Word Count: 34

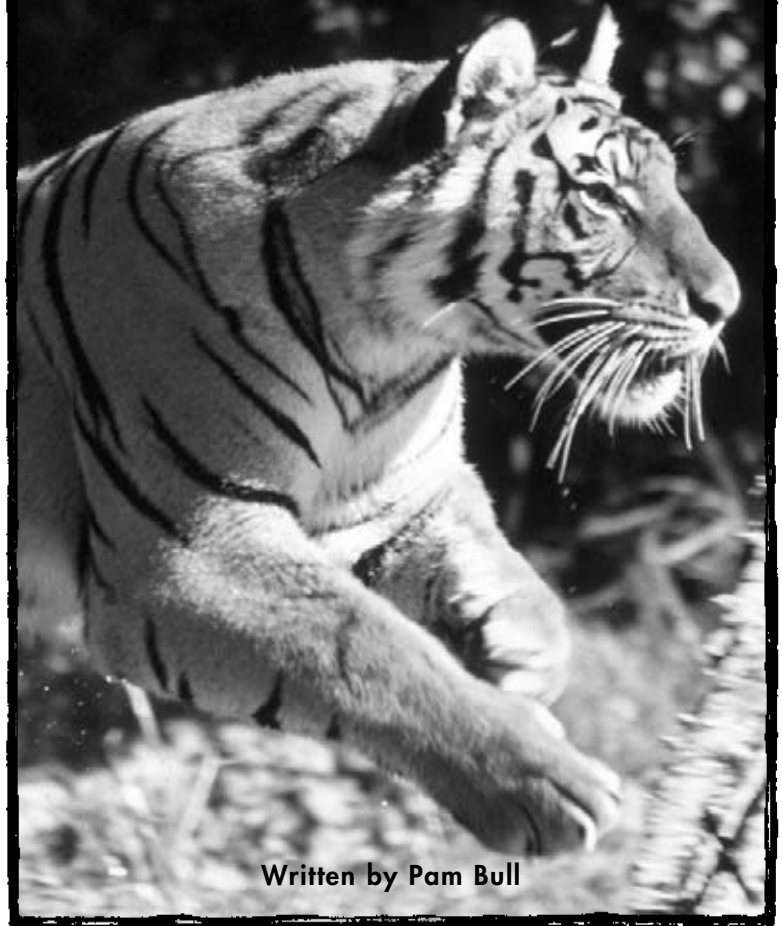


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LEVELED READER • B

Animals Can Move



Written by Pam Bull

www.readinga-z.com

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Written by Pam Bull

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Animals Can Move
Level B Leveled Reader
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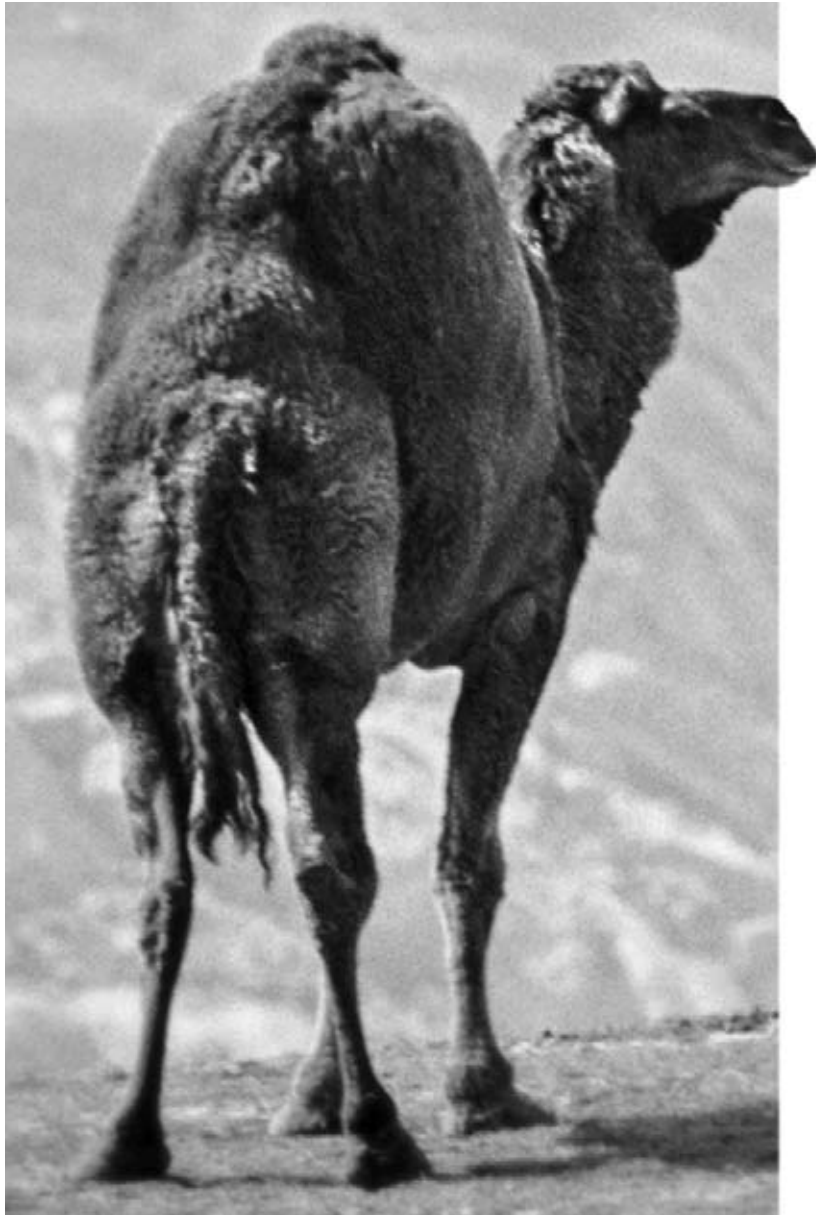
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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



The camel can walk.



The horse can run.



The snake can slither.



The rabbit can hop.



The polar bear
can swim.



The bird can fly.



The bug can crawl.



How can these animals move?

Name _____

On Land	In Water	In Air

ANIMALS CAN MOVE • LEVEL B • 1



SKILL: CATEGORIZE INFORMATION

INSTRUCTIONS: Have students cut out pictures of animals from the book and categorize where each animal moves—on land, in water, or in air. For extension or additional challenge, have students draw one more animal in each category that was not included in the book.

Name _____

Reading a-z

b

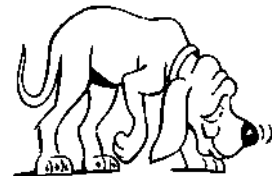
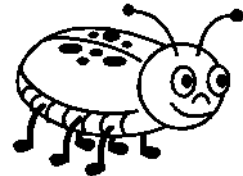
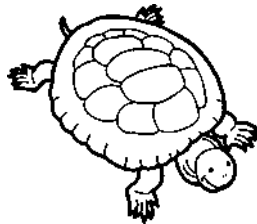
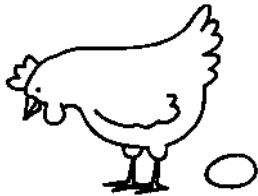
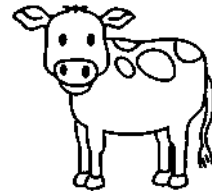
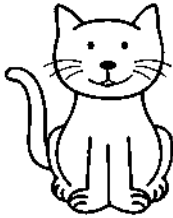
c

h

t



b



ANIMALS CAN MOVE • LEVEL B • 2

SKILL: CONSONANTS

INSTRUCTIONS: Name the pictures with students: *bird, horse, tiger, cat, toad, cow, hen, turtle, bug, camel, bee, hound*. Have students write the initial consonant of each word below the picture.

Name _____



tiger



horse



bug



snake



rabbit



bird



camel



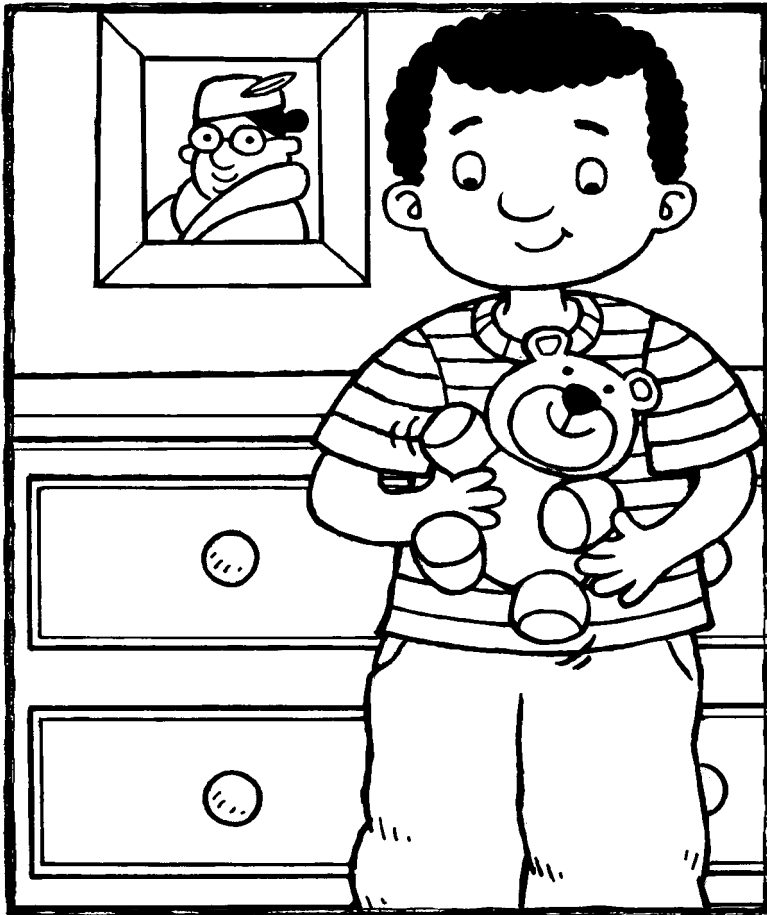
dog

INSTRUCTIONS: Have students name the two animals in each row, reading the name below each picture. Have students circle the word that comes first in alphabetical order.

I Pick Up

A Reading A-Z Level B Leveled Reader

Word Count: 42




Reading a-z

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LEVELED READER • B

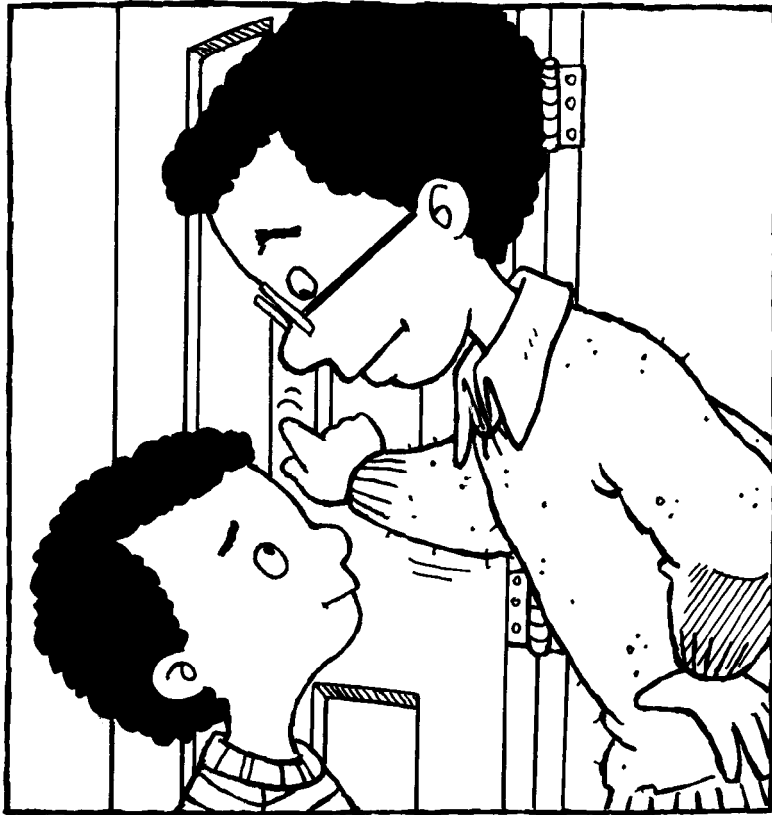
I Pick Up



Written by Pam Bull
Illustrated by Angela Kamstra-Jacobson

www.readinga-z.com

I Pick Up



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Illustrated by Angela Kamstra-Jacobson

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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



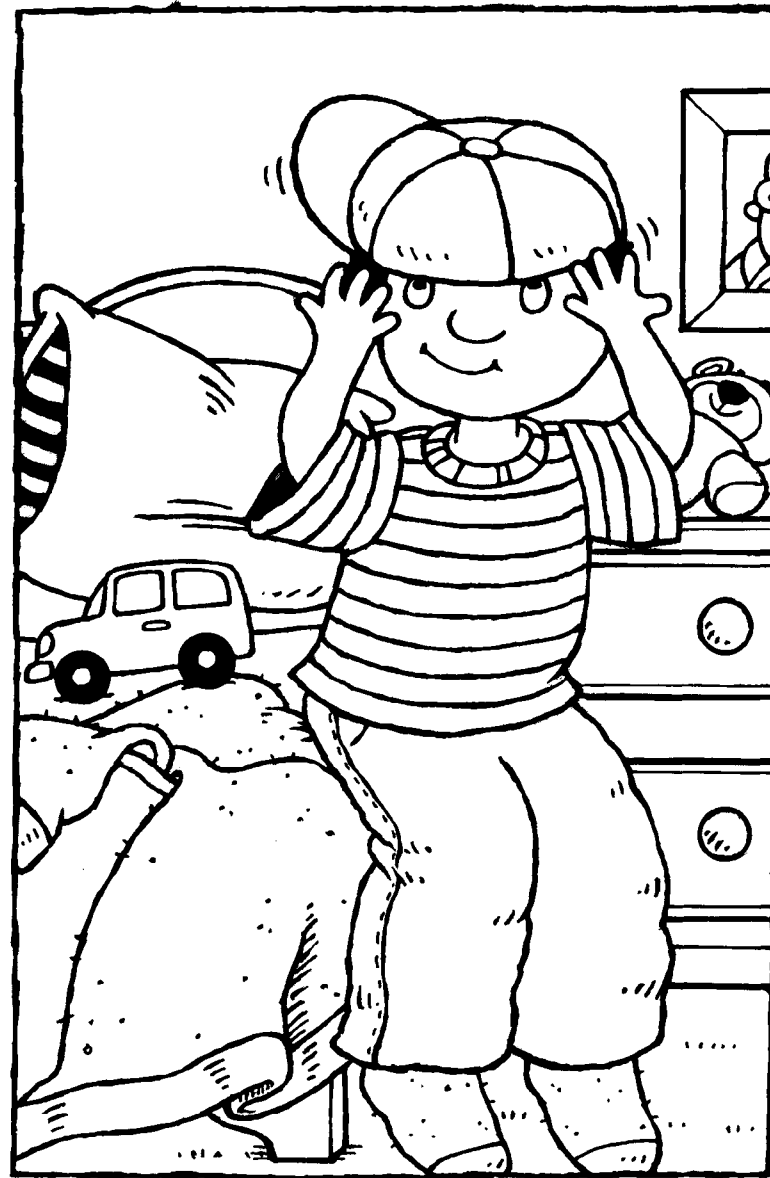
I pick up my ball.



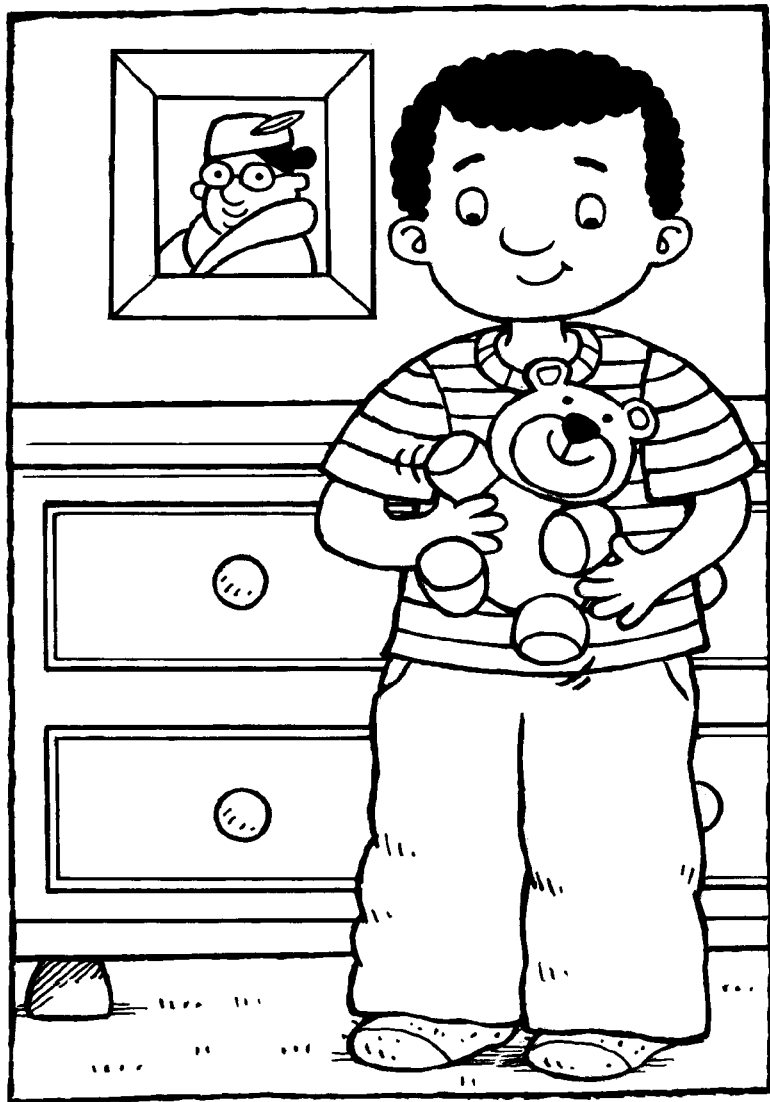
I pick up my book.



I pick up my shoes.



I pick up my hat.



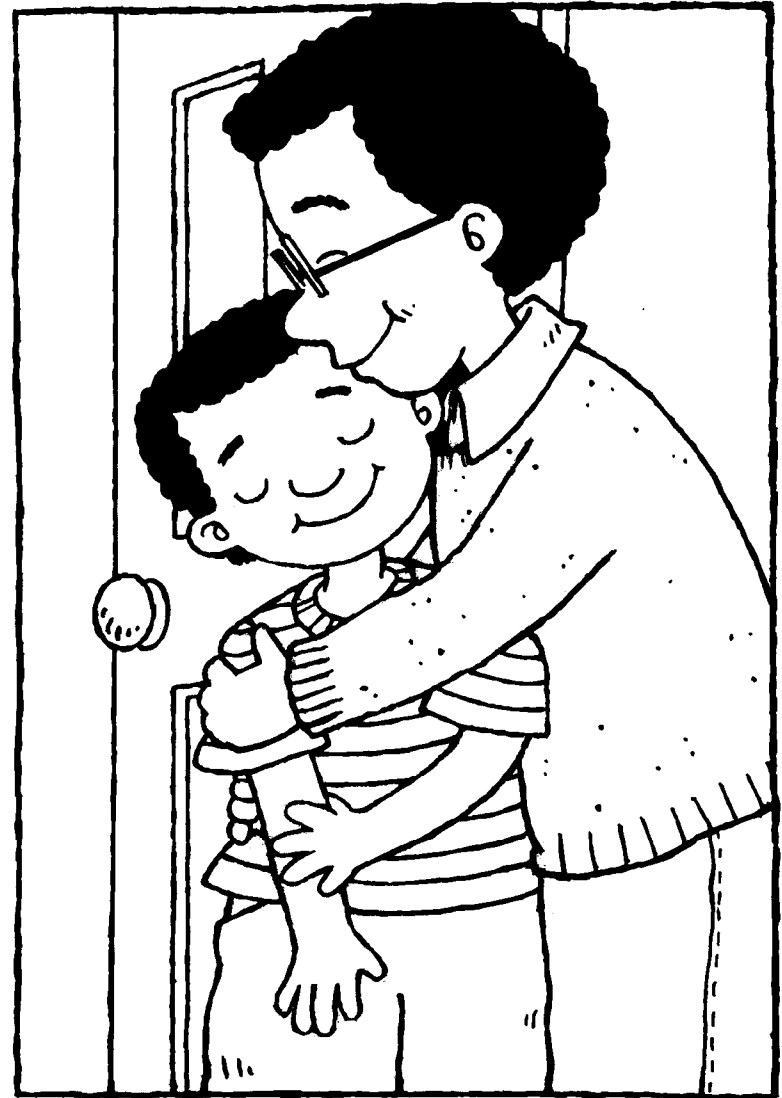
I pick up my
teddy bear.



I pick up my cars.



I pick up my blanket.



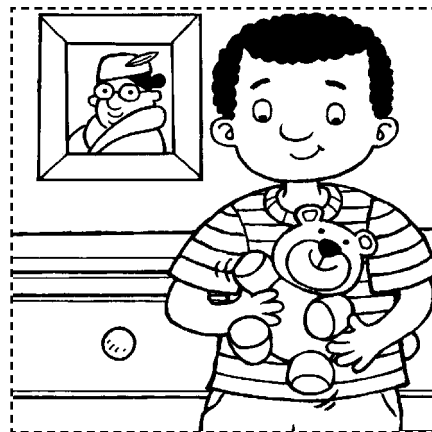
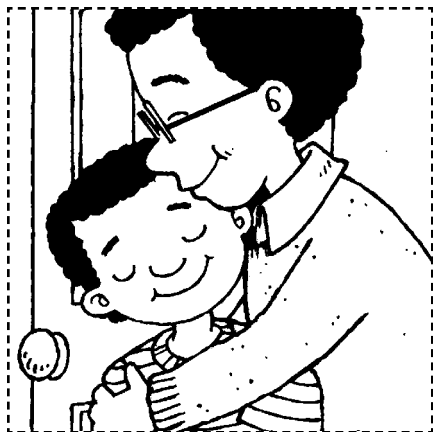
My room is all
picked up!

Name _____

Problem and Solution

First (Problem)	Next (Solution)	Last (Result)

I PICK UP • LEVEL B • 1



SKILL: PROBLEM AND SOLUTION

INSTRUCTIONS: Read the titles of each column together. Have students cut out the pictures and paste them in the correct box according to whether they represent the problem, the solution, or the end result.

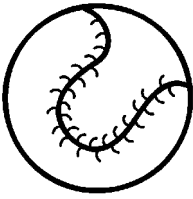
Name _____

Reading a-z

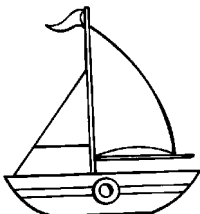
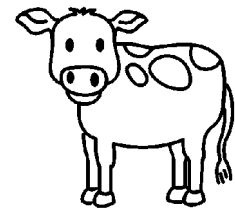
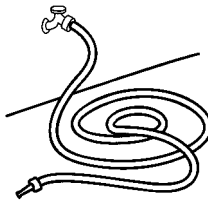
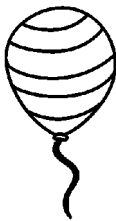
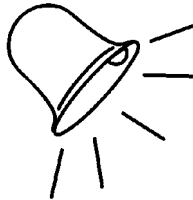
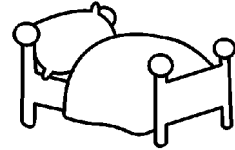
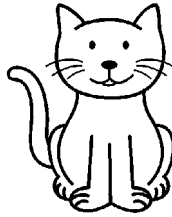
b

c

h



b



I PICK UP • LEVEL B • 2

SKILL: INITIAL CONSONANTS

INSTRUCTIONS: Name the pictures with students. Have them write the beginning sound for each word on the line under the picture.

Name _____

my

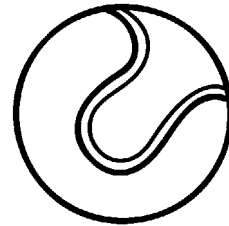
up

all

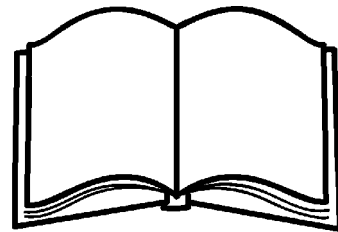
I

is

_____ pick up my ball.



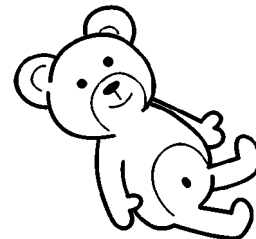
I pick _____ my book.



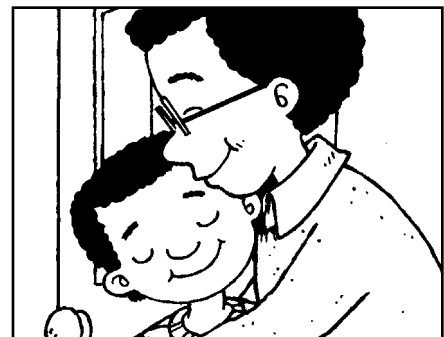
I pick up _____ shoes.



I pick _____ _____ teddy bear.



My room _____ _____ picked up!



INSTRUCTIONS: Have students write the correct high-frequency word(s) in each blank.

It Is School Time

A Reading A-Z Level B Leveled Reader

Word Count: 51




Reading a-z

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LEVELED READER • B

It Is School Time



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It Is School Time



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It Is School Time
Level B Leveled Reader
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Written by Tina Watcher

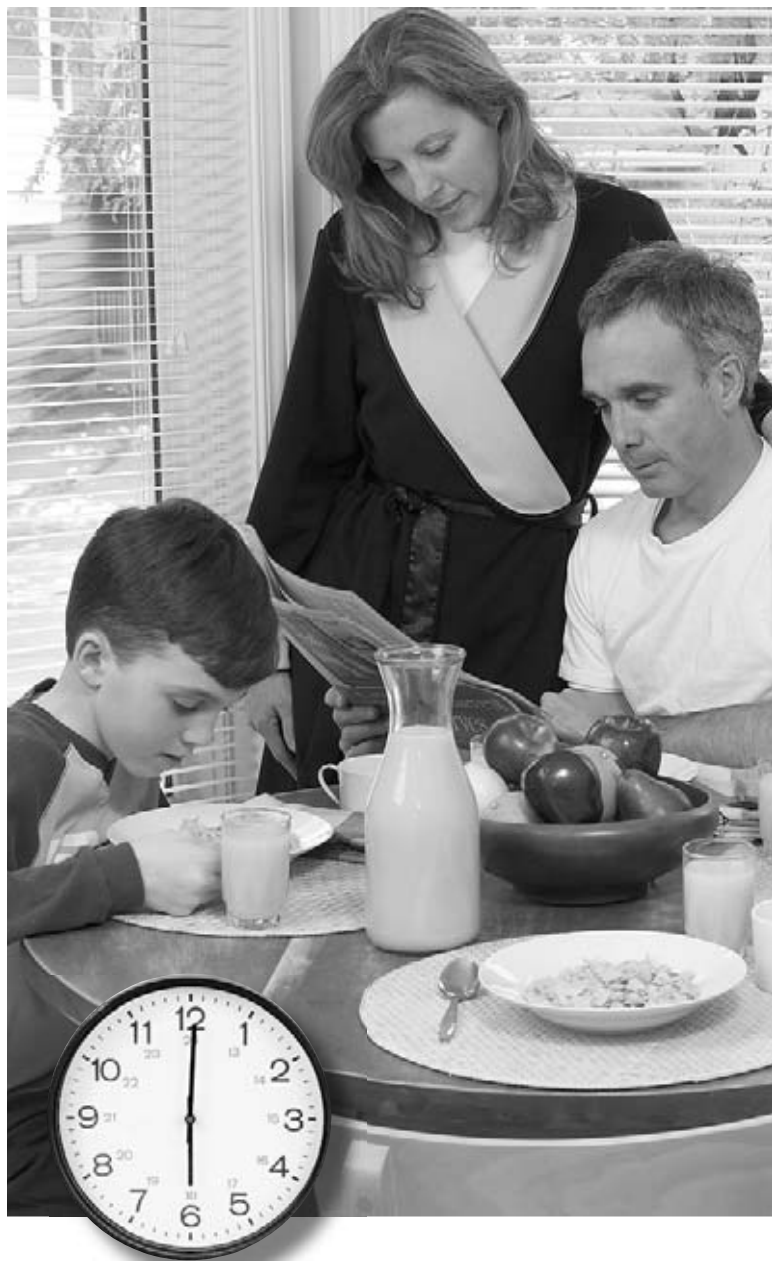
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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



It is time for breakfast.



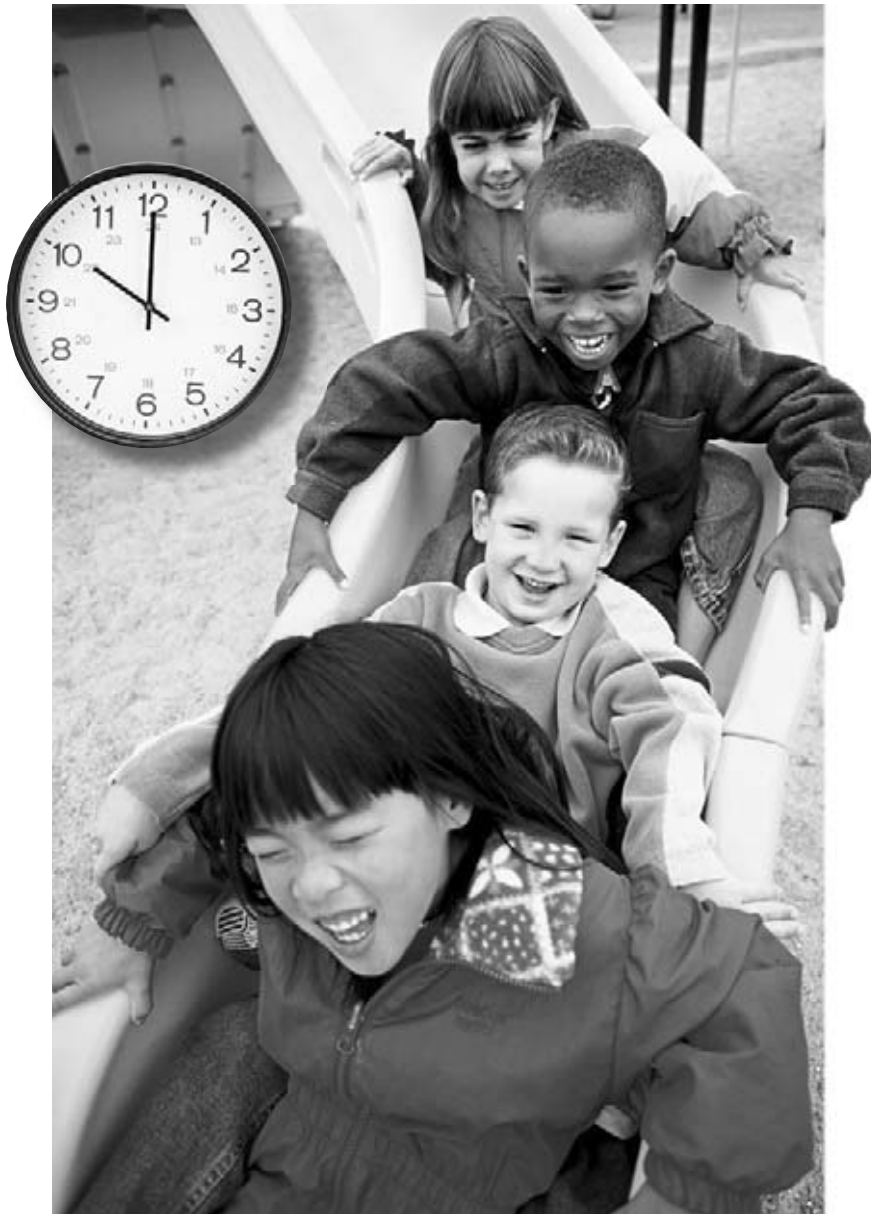
It is time for the bus.



It is school time.



It is time for reading.



It is recess time.



It is time for math.



It is time for lunch.



It is music time.



It is time for science.



It is time for home!

Name _____

First

Next

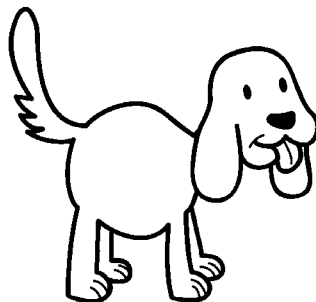
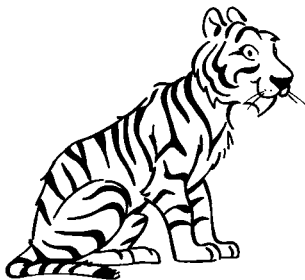
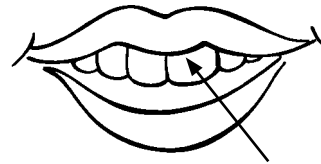
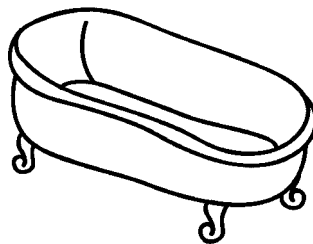
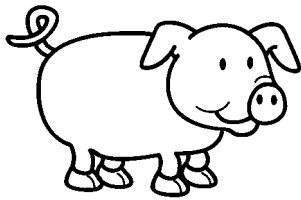
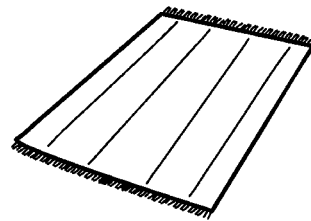
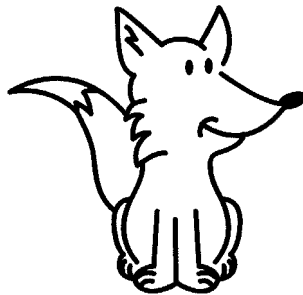
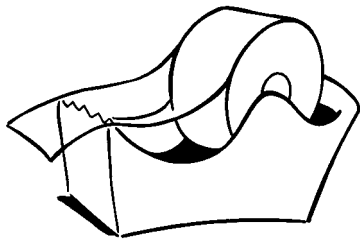
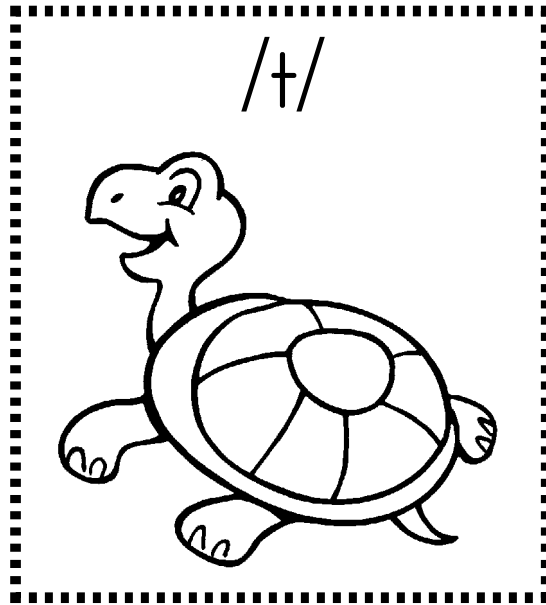
Last

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Instructions: Have students cut out the pictures from *It Is School Time* and paste them in the order in which they happened.

Name _____



Instructions: Read and review the pictures. Have students say the name of each picture and circle the pictures that start with the same sound as /t/ in *turtle*.

Name _____

Read	Make		Write	
it				
is				
for				

IT IS SCHOOL TIME • LEVEL B • 3

f	t	i
s	o	r

SKILL: HIGH-FREQUENCY WORDS

Instructions: Have students cut out the letters to use as manipulatives to spell each word above. Have them read each word in the left-hand column, make the word, and write the word in the last box.

You and I

A Reading A-Z Level B Leveled Reader

Word Count: 35



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LEVELED READER • B

You and I



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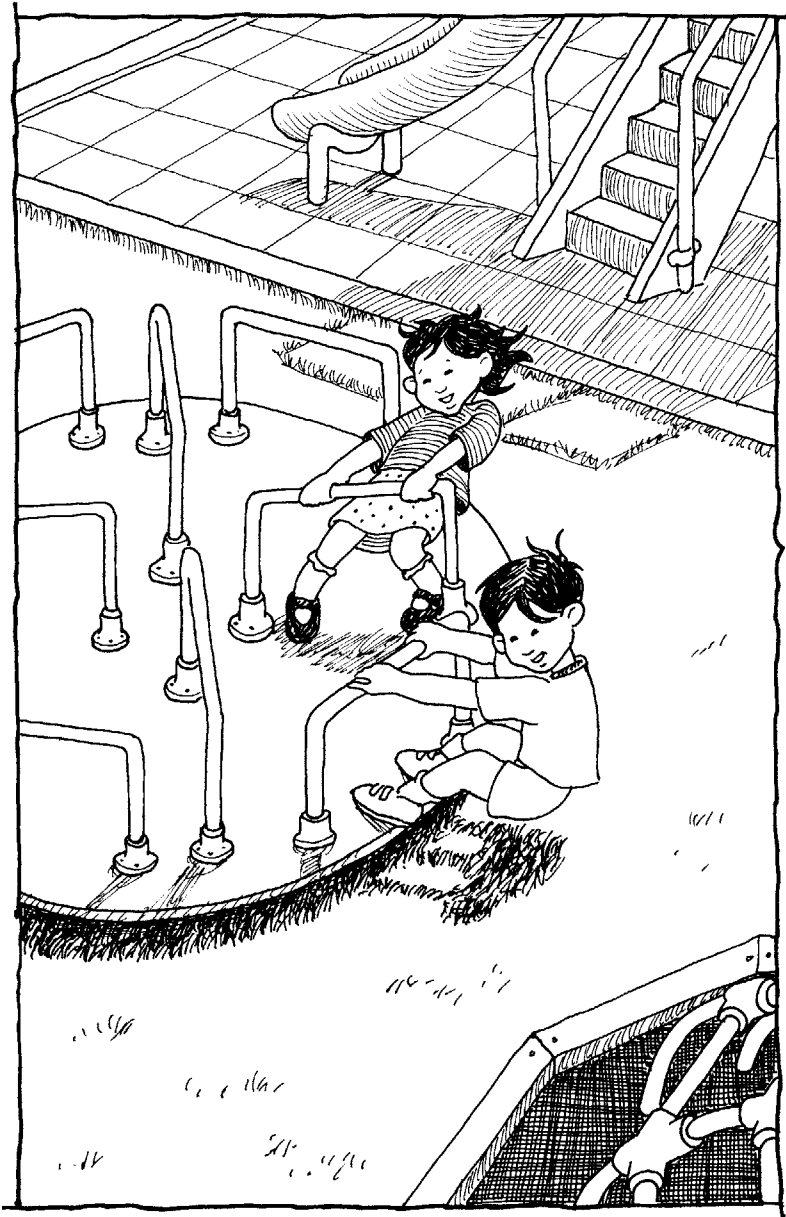
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



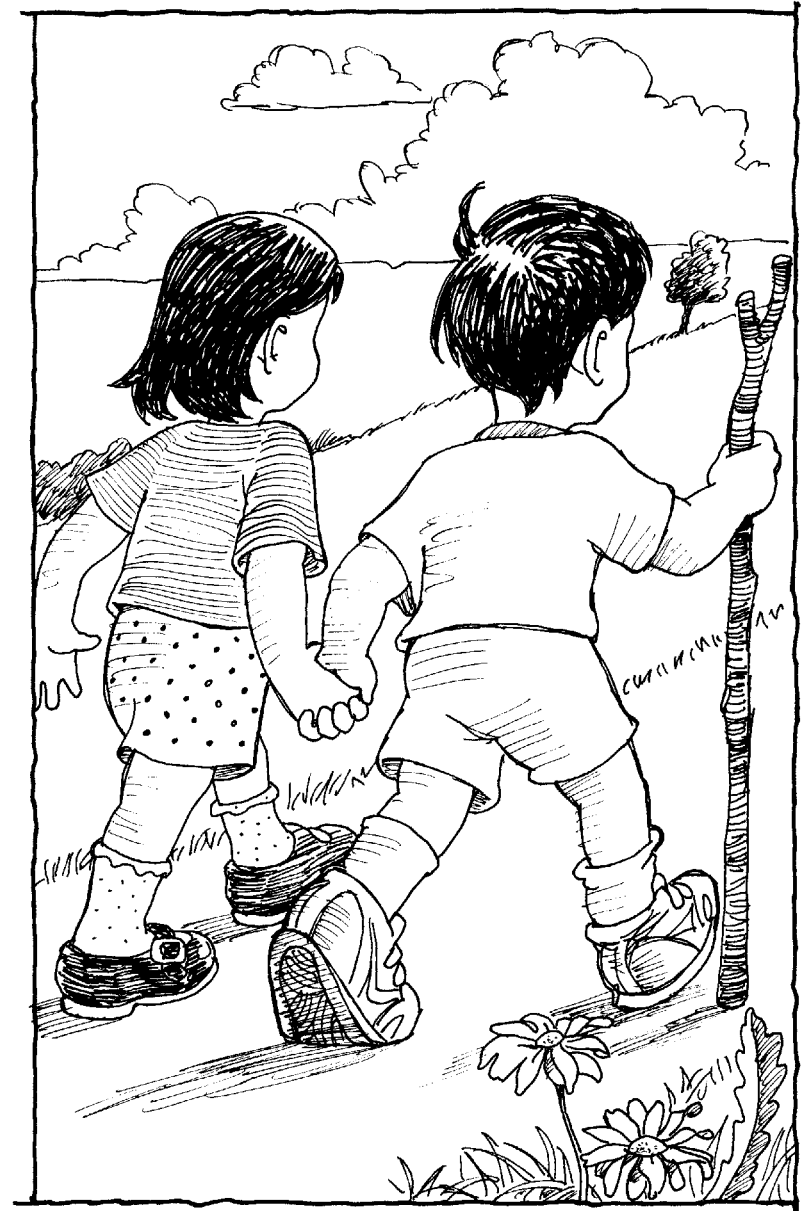
You and I swing.



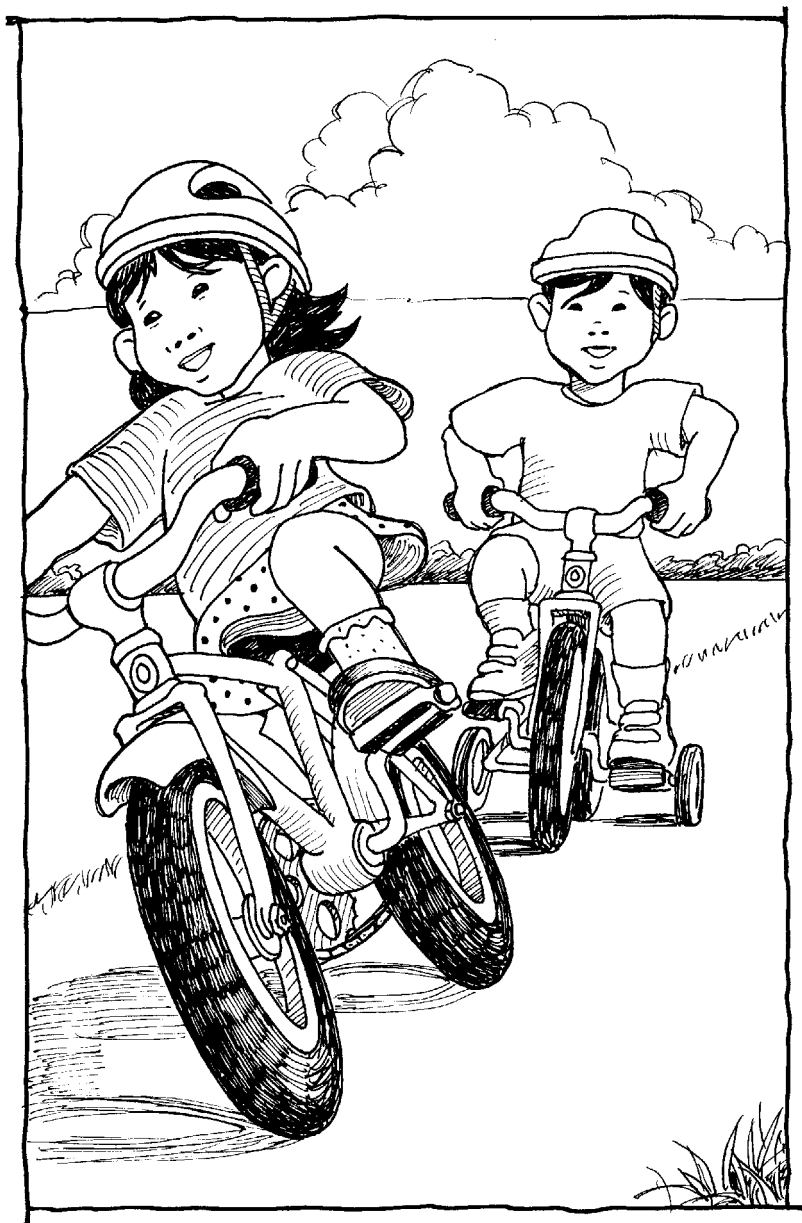
You and I slide.



You and I ride.



You and I hike.



You and I bike.



You and I run.

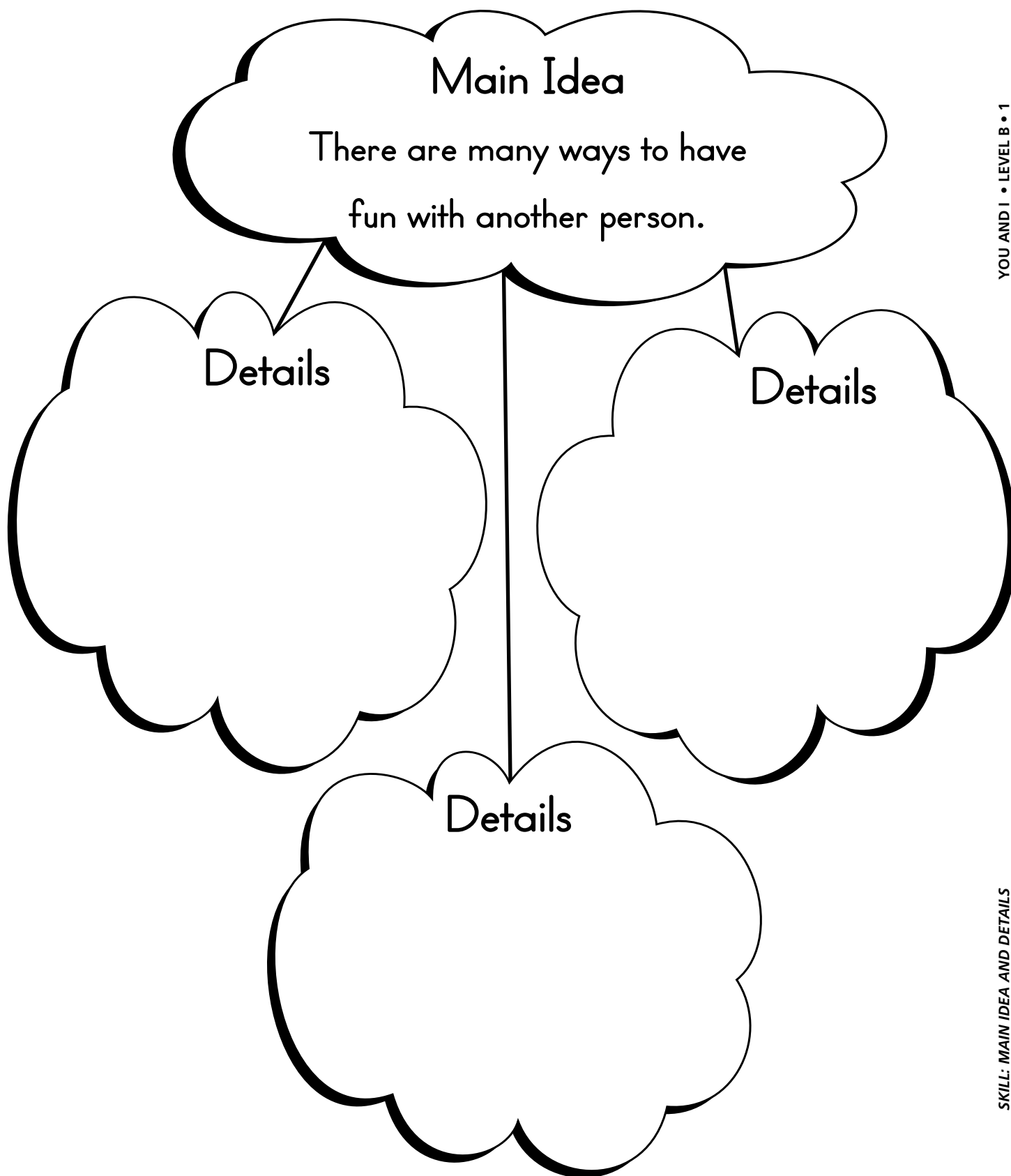


You and I dance.



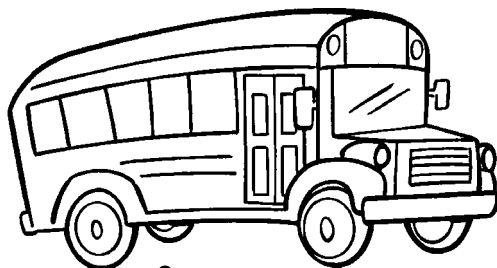
You and I have lots
of fun.

Name _____



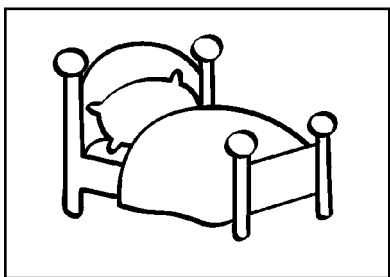
Instructions: Read the main idea aloud to students. Then have them draw three pictures that support the main idea.

Name _____

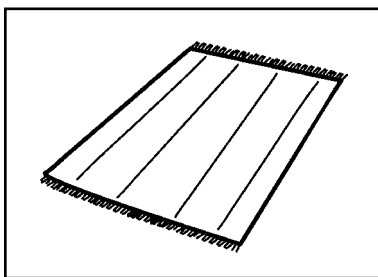


bus

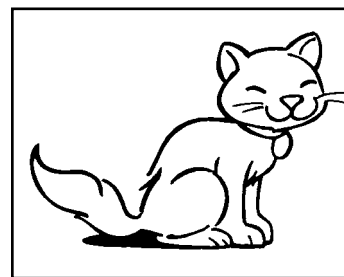
YOU AND I • LEVEL B • 2



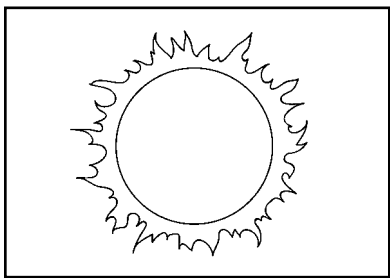
b d



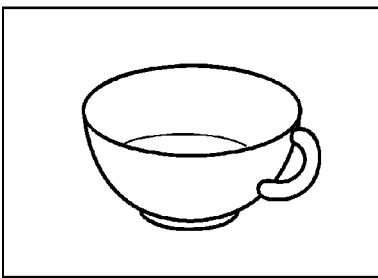
r g



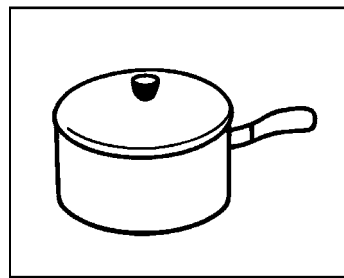
c t



s n



c p



p t

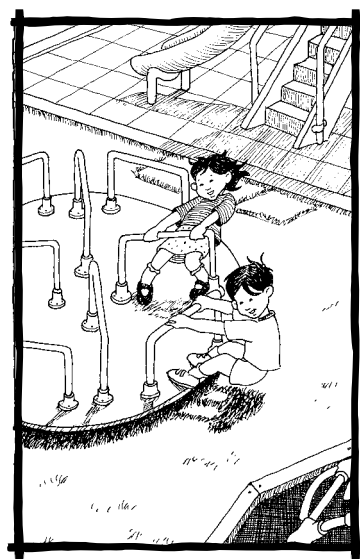
SKILL: SHORT VOWEL U

Instructions: Name the pictures with students and have them listen to the middle sound in each word. Have them write the letter *u* on the line below each picture with the short *u* vowel sound.

Name _____



bike.



ride.



hike.



run.

Instructions: Read each sentence with students. Have them fill in the missing words on the line to complete each sentence.

LEVELED READER • B

Bananas Sometimes



Written by Elizabeth Strauss

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Bananas Sometimes

A Reading A-Z Level B Leveled Reader • Word Count: 41



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Bananas Sometimes



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LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

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Bananas sometimes
look like hands.

3



Bananas sometimes
look like boats.

4



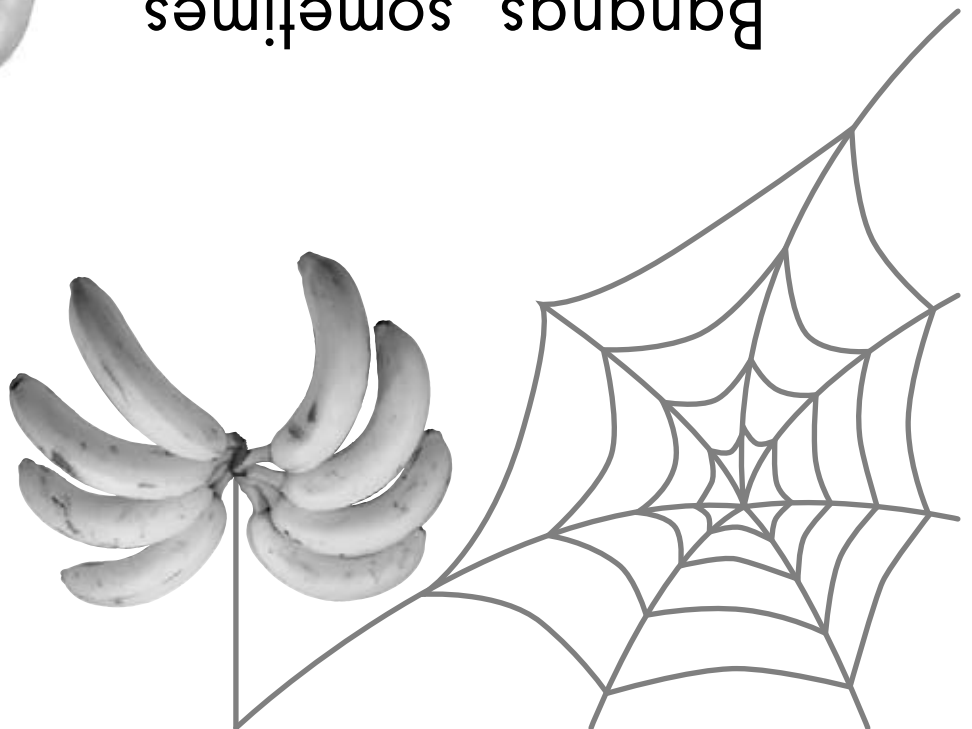
Bananas sometimes
look like pencils.

5



Bananas sometimes
look like spiders.

6





Bananas sometimes
look like telephones.

7



Bananas
sometimes
look like
smiles.

8

Bananas
sometimes
look like
frowns.



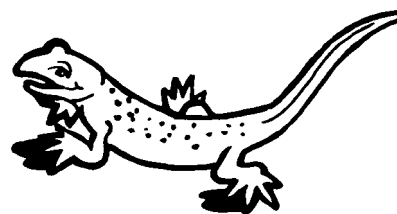
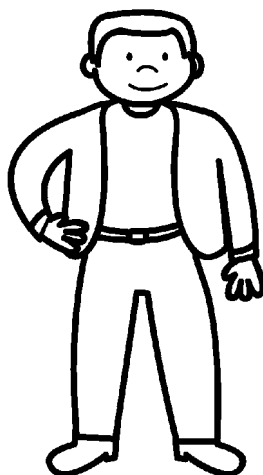
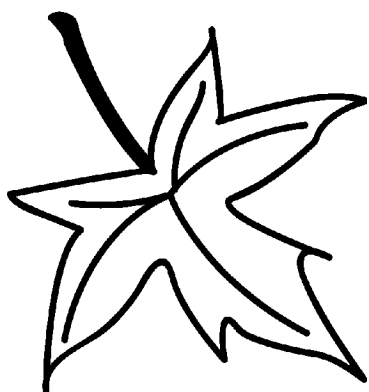
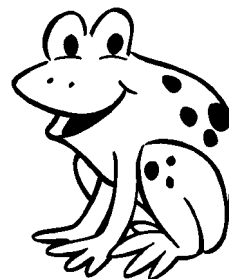
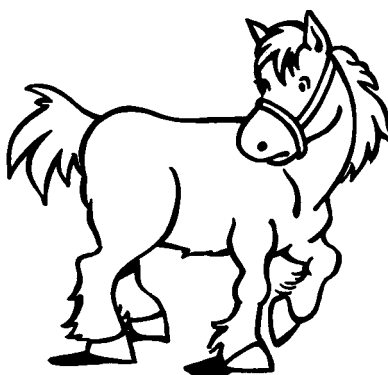
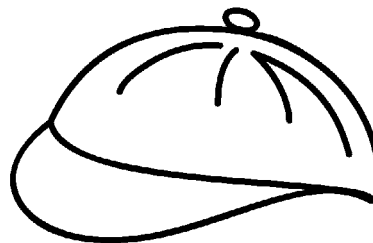
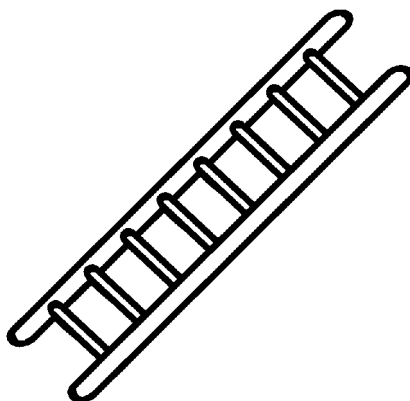
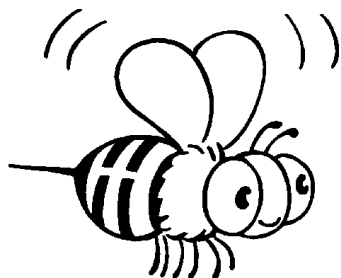
9

Bananas always
look good to eat.

10



Name _____



Instructions: Show students the cards during the phonemic awareness section of the lesson. Have students give the thumbs-up sign for each picture that begins with the // sound.

Name _____

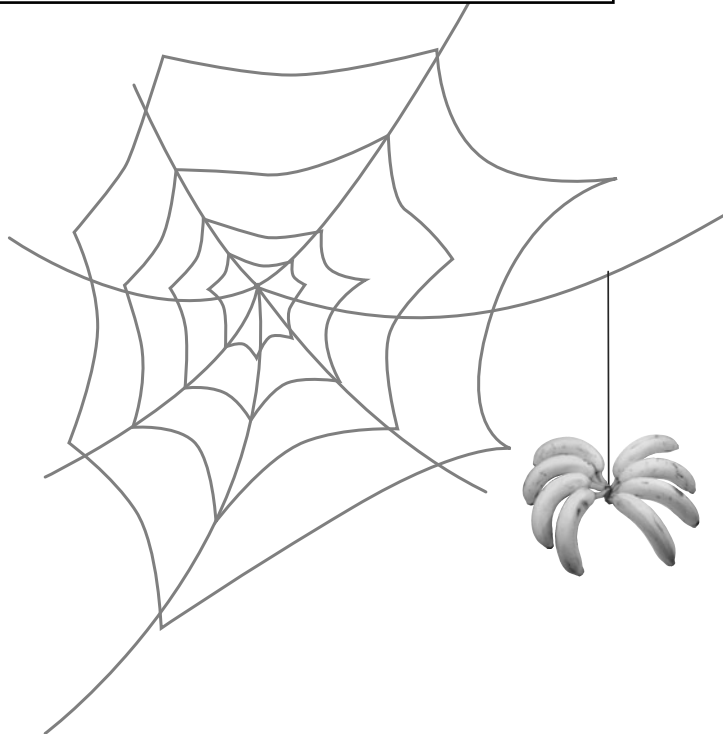
Main Idea

Bananas look like many different things.

BANANAS SOMETIMES • LEVEL B • 2

Detail

Detail



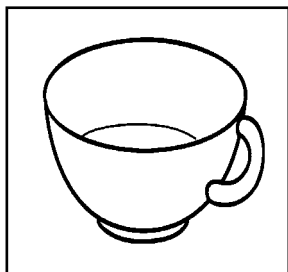
Detail

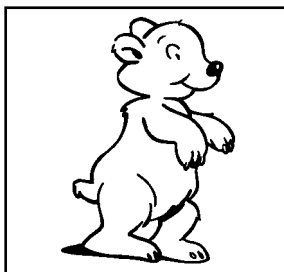
SKILL: MAIN IDEA AND DETAILS

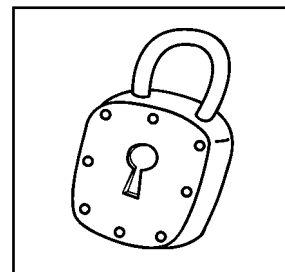
Instructions: Read the main idea aloud to students. Then have them draw three pictures that support the main idea.

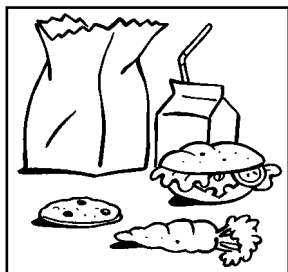
Name _____

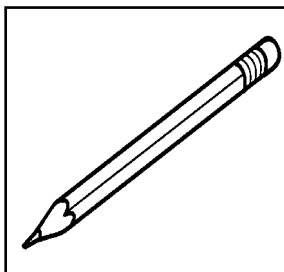
L I

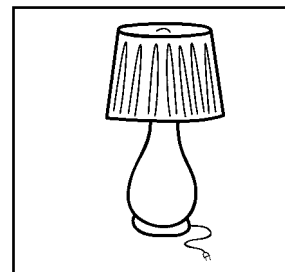


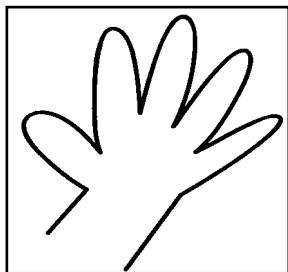


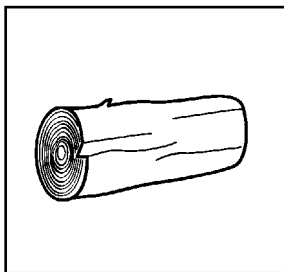


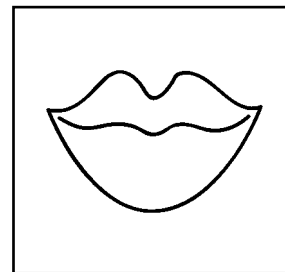






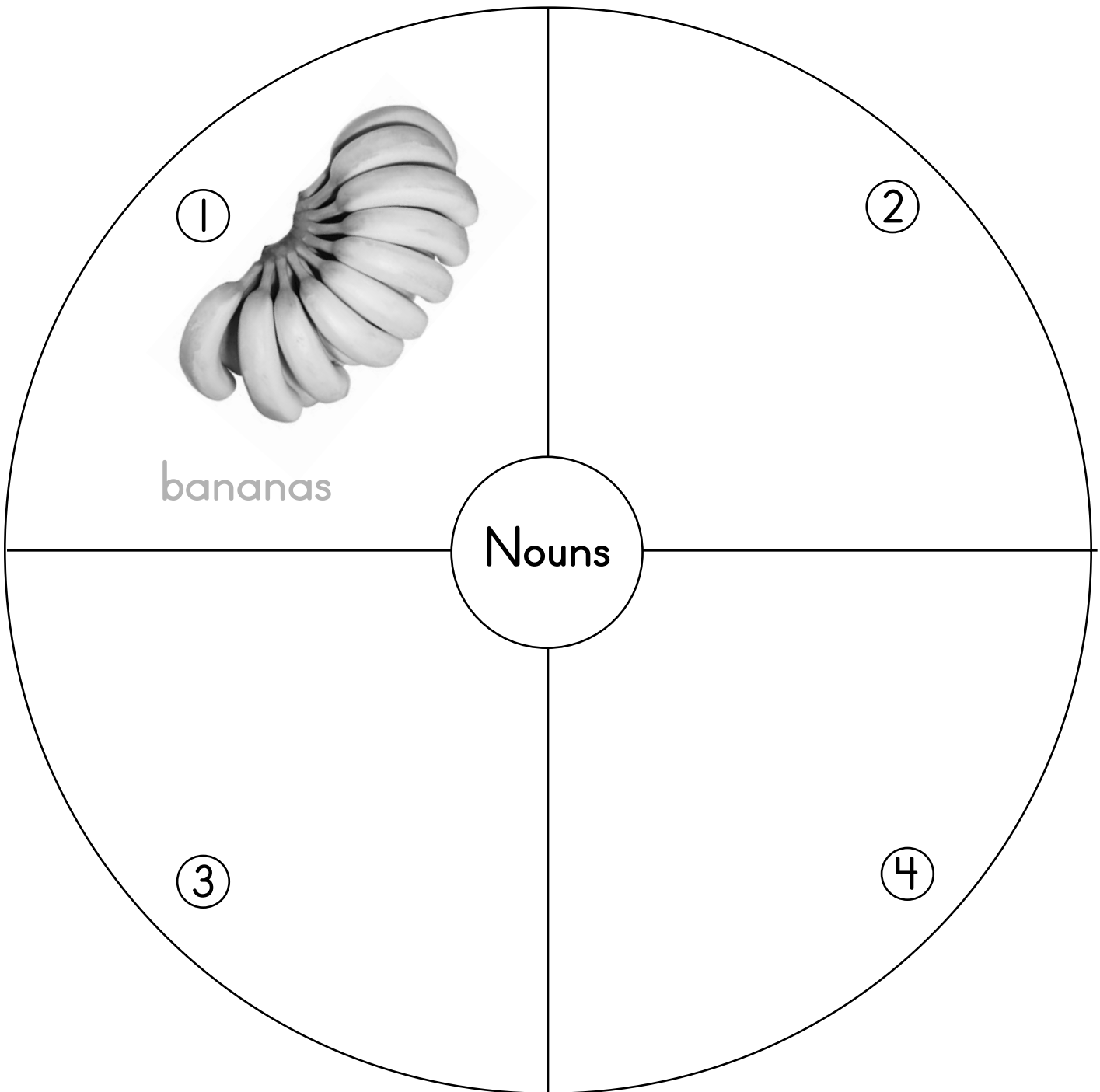






Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then have them write the letters *L* and *I* on the line below each picture that begins with the // sound.

Name _____



BANANAS SOMETIMES • LEVEL B • 4

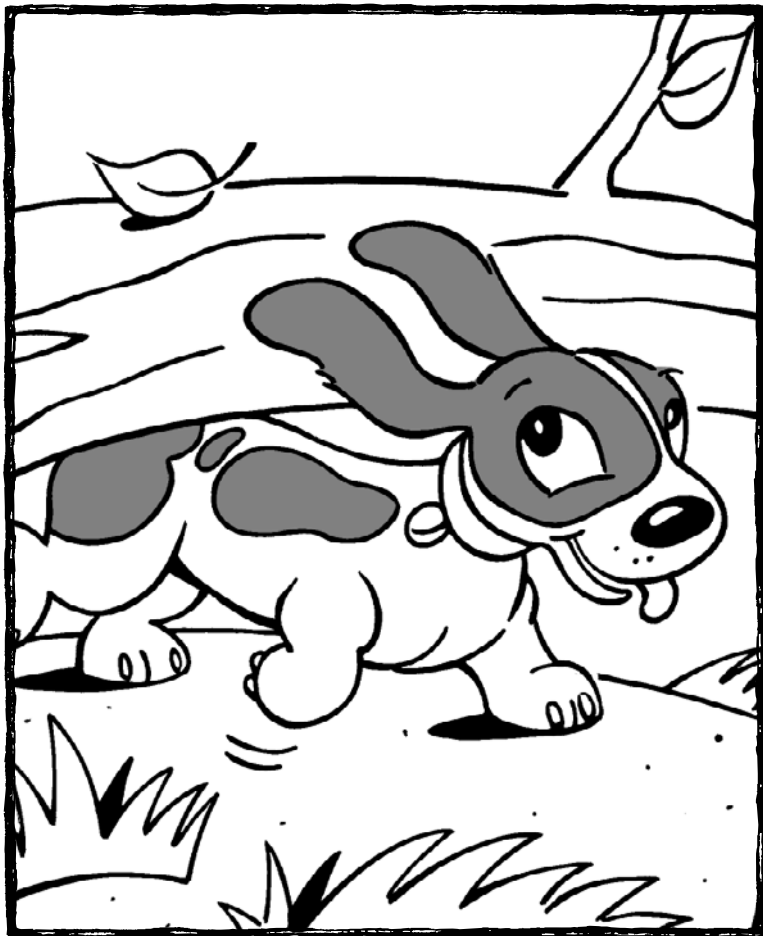
SKILL: NOUNS

Instructions: Have students draw a picture that represents a naming word, or noun, in each of the three blank spaces. Encourage them to label their drawings with the noun.

You Can Go

A Reading A-Z Level B Leveled Reader

Word Count: 33



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LEVELED READER • B

You Can Go



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Illustrated by Nora Voutas

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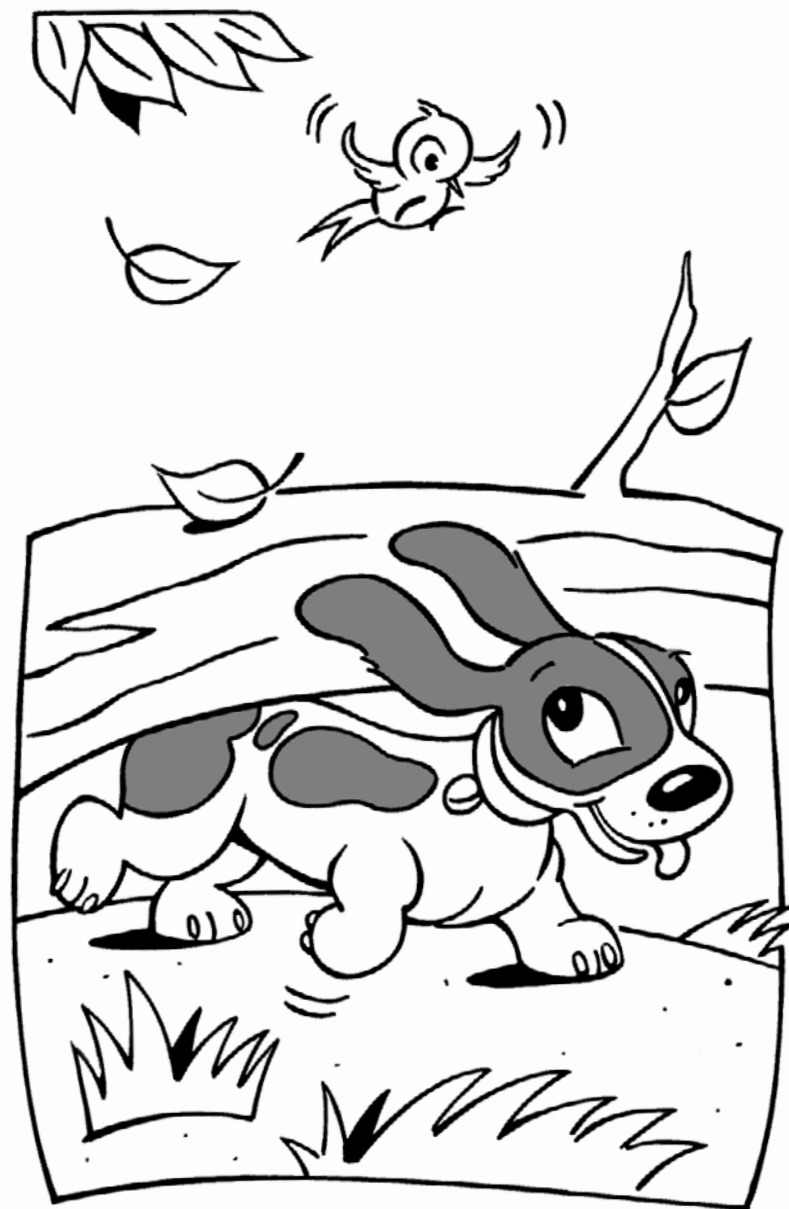
www.readinga-z.com

Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



You can go over.



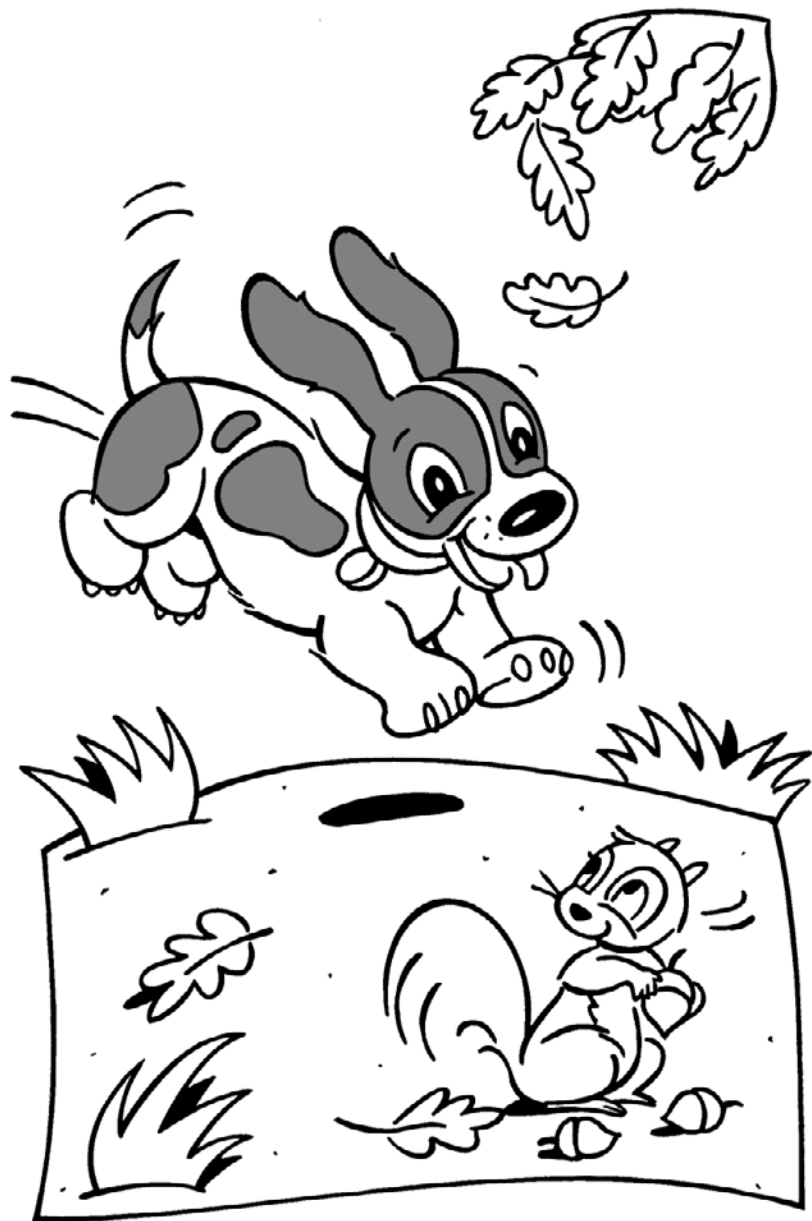
You can go under.



You can go around.



You can go through.



You can go forward.



You can go backward.



You can go across.



I can go with you.

Name _____



Ways to go



YOU CAN GO • LEVEL B • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Review the main idea with students. Have them write a detail that supports the main idea in each box and illustrate it in the space provided.

Name _____

1. You can go under the log



2. You can go over the log

3. You can go around the puddle

4. You can go through the puddle



5. You can go forward

6. You can go backward



INSTRUCTIONS: Read the sentences aloud with students, pausing where periods should go. Have students place the periods where they should go.

Name _____

across
around

over
under



INSTRUCTIONS: Read the position words in the box with students. Have students look at each picture from the story and write the correct position word on the line.

LEVELED READER • B

Maria and Her Teacher



Written by
Elizabeth Strauss
Illustrated by
Angela Kamstra-
Jacobson

www.readinga-z.com

Maria and Her Teacher

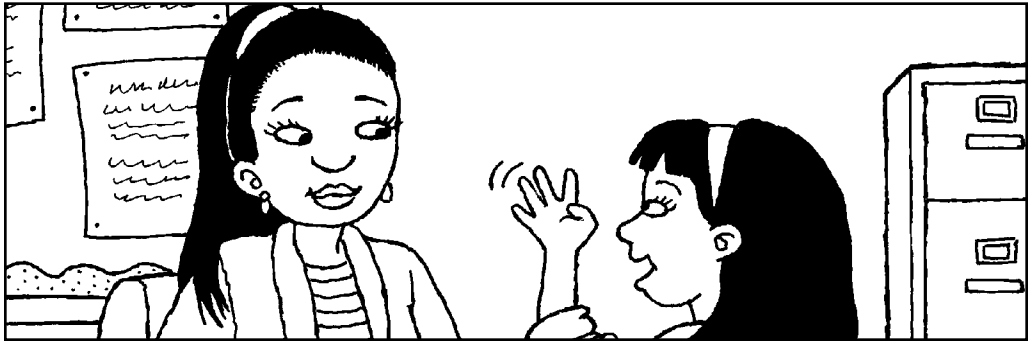
A Reading A-Z Level B Leveled Reader • Word Count: 40



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Maria and Her Teacher



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2	DRA
2	Reading Recovery
B	Fountas & Pinnell

Correlation
LEVEL B

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Level B Leveled Reader
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Maria and her teacher talk.

3

Maria and her teacher write.

4



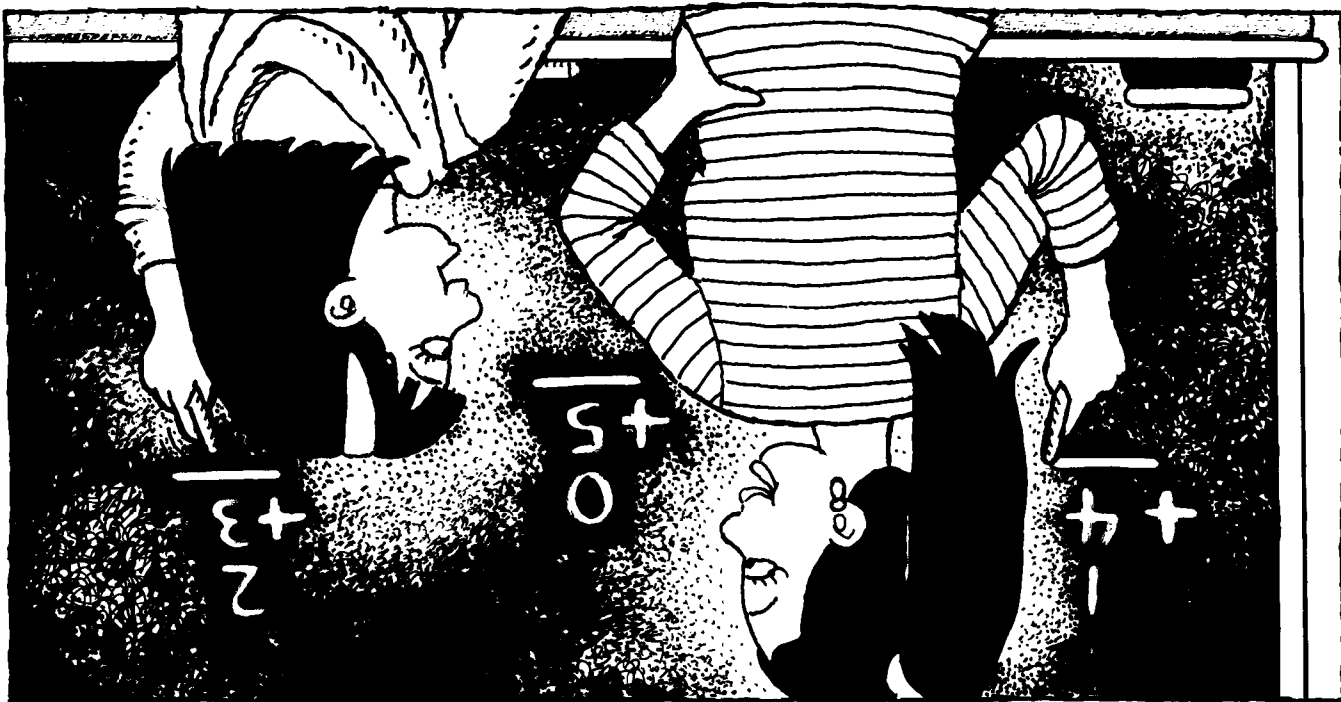


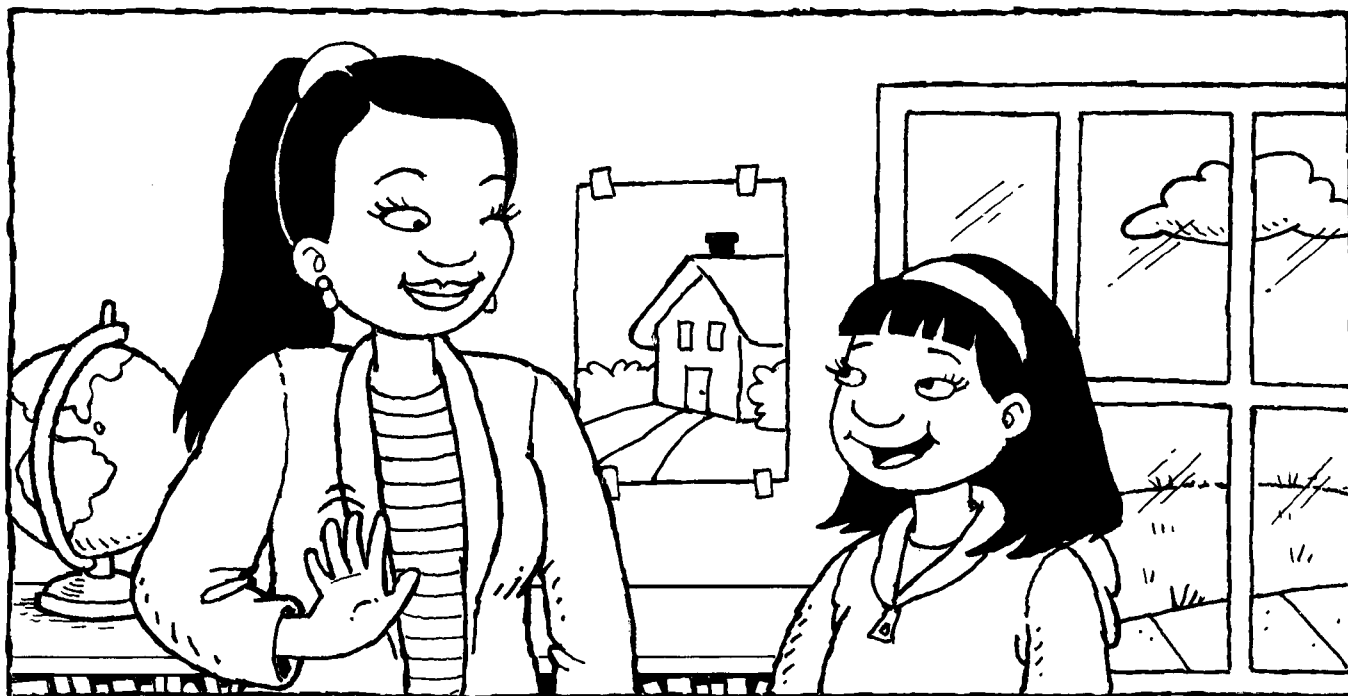
Maria and her teacher read.

5

Maria and her teacher add.

6



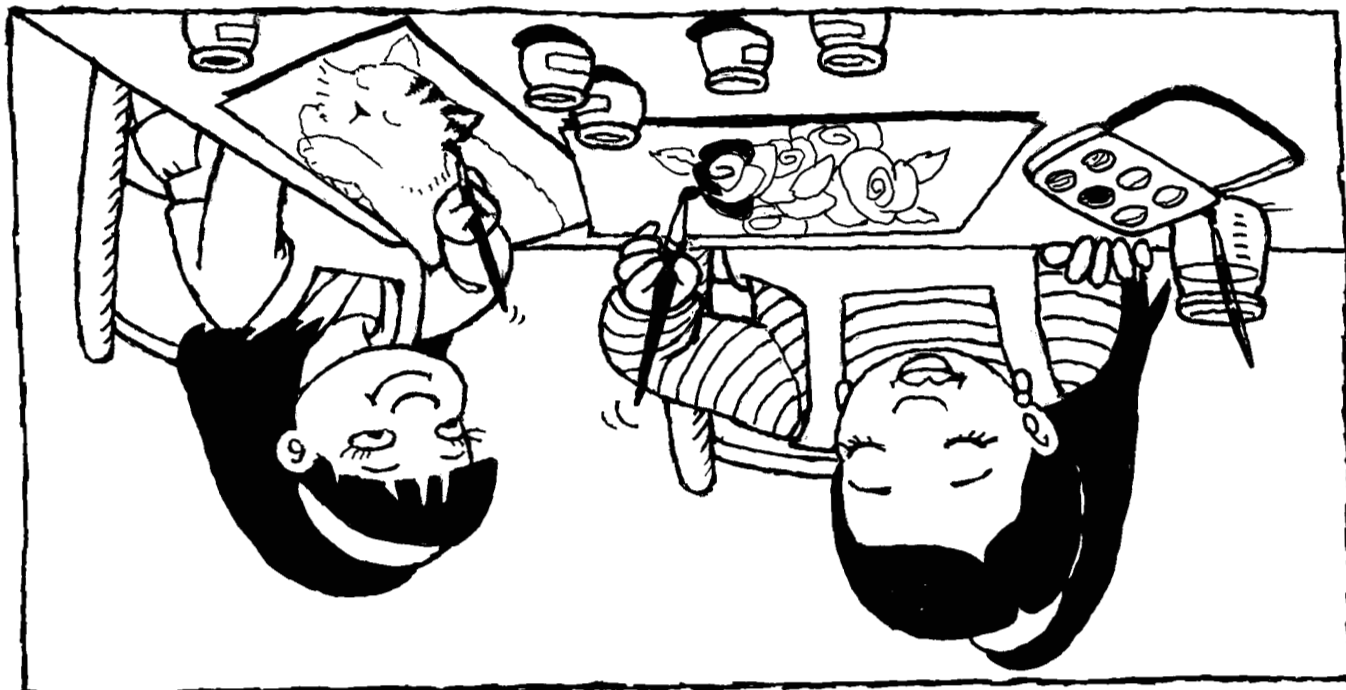


Maria and her teacher smile.

7

Maria and her teacher paint.

8





Maria and her teacher clean.

9

Maria and her teacher play.

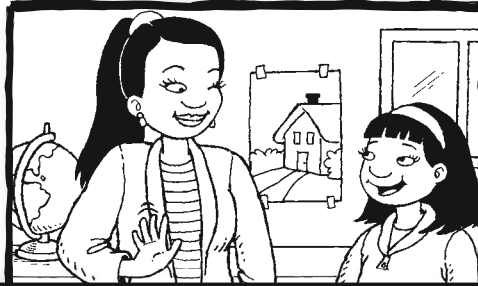
10



Name _____

Detail

Detail



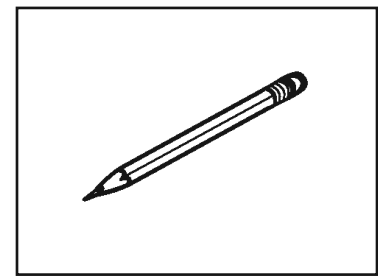
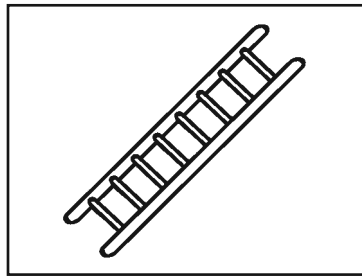
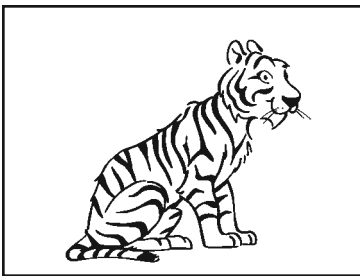
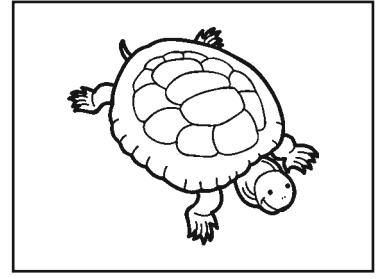
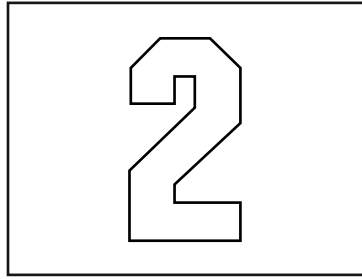
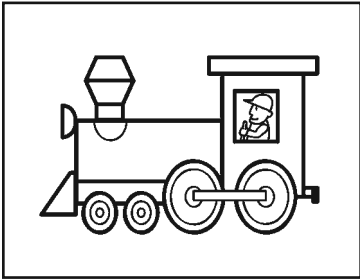
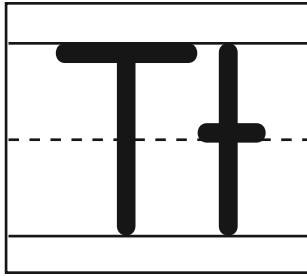
There are many things teachers
and students do at school.

Detail

Detail

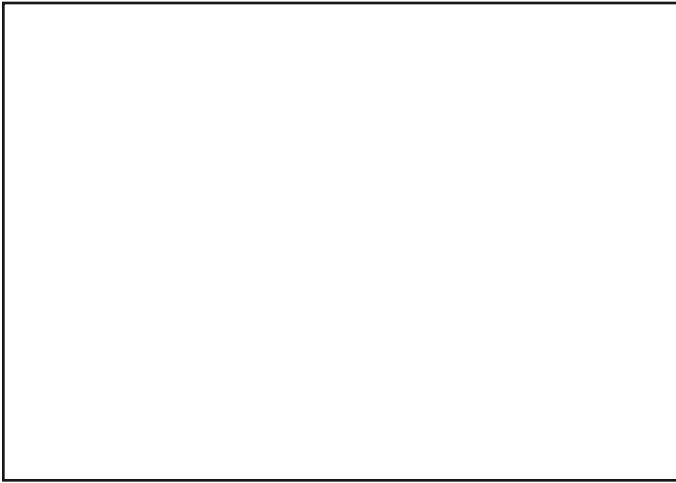
INSTRUCTIONS: Read the main idea with students. Have them draw and label the details from the story in the boxes. They may use the book to help them write the words.

Name _____

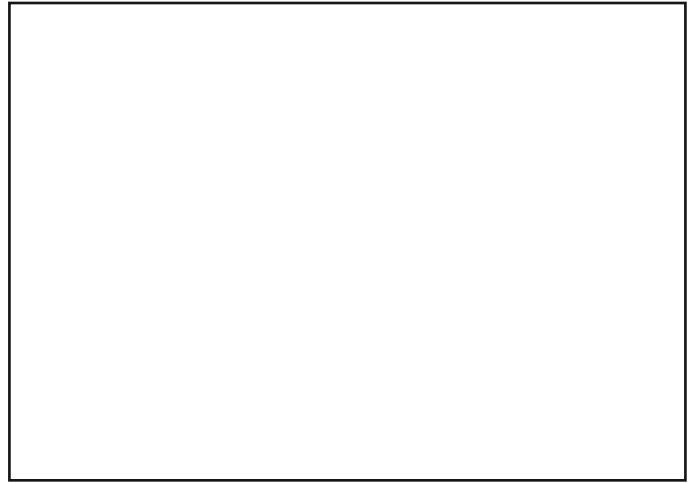


INSTRUCTIONS: Identify the name of each picture with students. If the picture name begins with the /t/ sound, have students write the upper- and lowercase letters on the line below the picture.

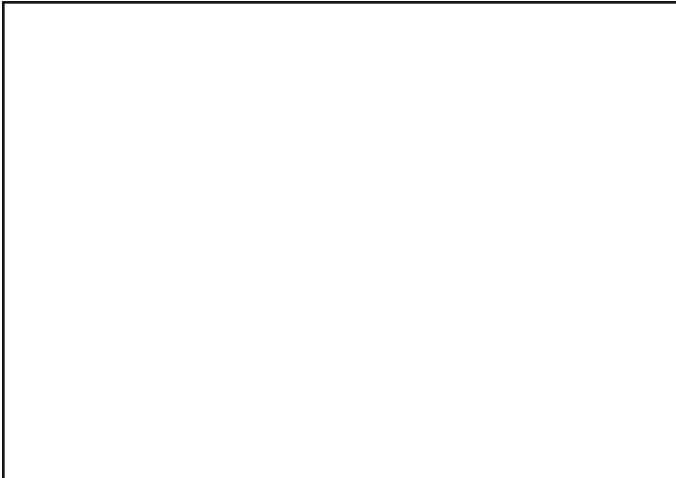
Name _____



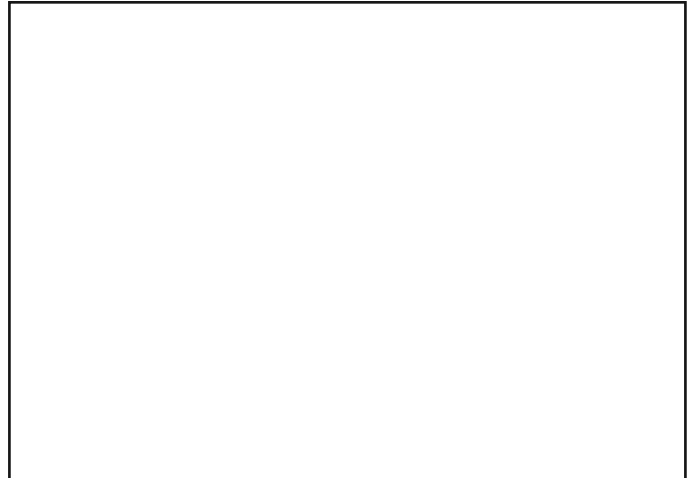
1. Maria cleans.



2. The teacher reads.



3. Maria plays.



4. The teacher writes.

INSTRUCTIONS: Read the sentences with students. Ask them to locate the action word in each sentence and underline it. Have them draw a picture to illustrate each sentence. Then have students write a sentence about something they do with their teacher and underline the action word in their sentence.

Animal Coverings

A Reading A-Z Level B Leveled Reader

Word Count: 25

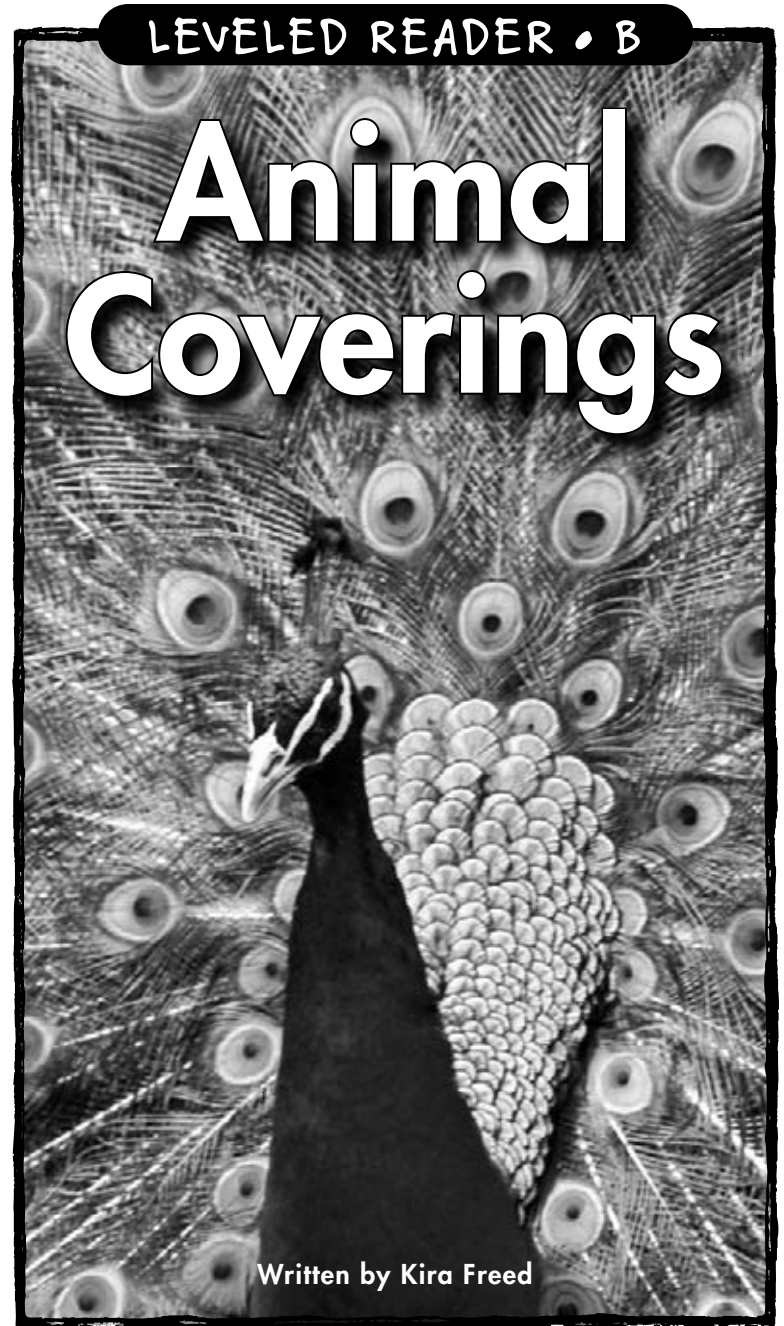



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Animal Coverings



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Animal Coverings
Level B Leveled Reader
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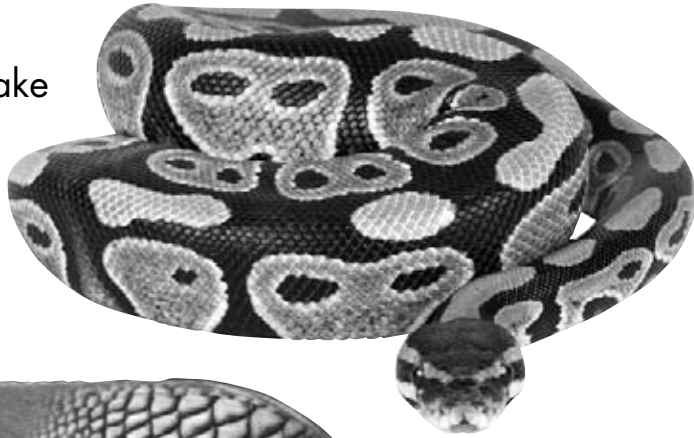
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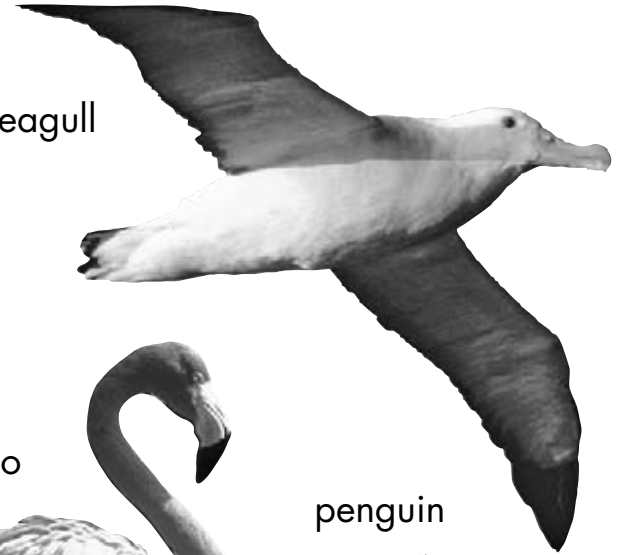
Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

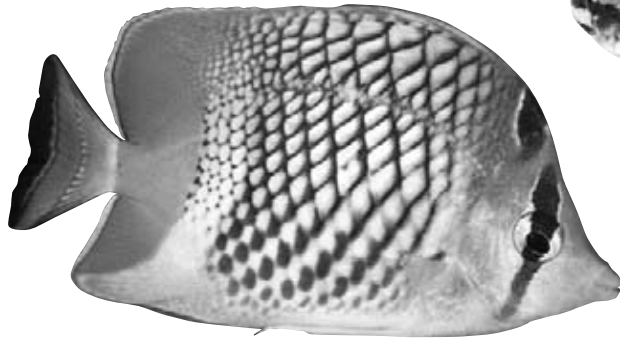
snake



seagull



fish



butterfly



flamingo



penguin



We have scales.

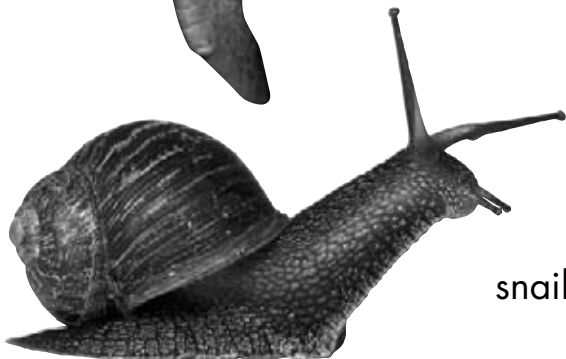
We have feathers.



land turtle



sea turtle



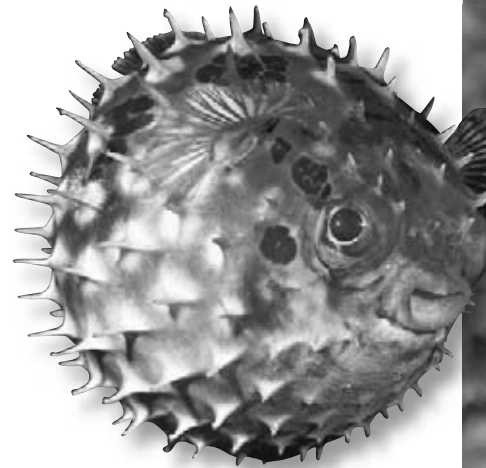
snail

We have shells.

hedgehog



sea urchin



blowfish



porcupine

We have spines.



pangolin



dog



ladybug

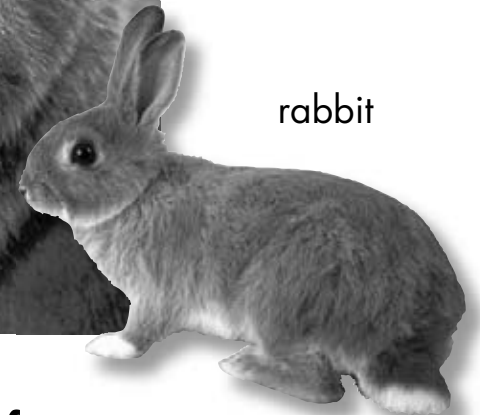


crab

We have armor.



bear



rabbit

We have fur.



We have hair.



Mexican hairless dogs



sphynx cat

bald man



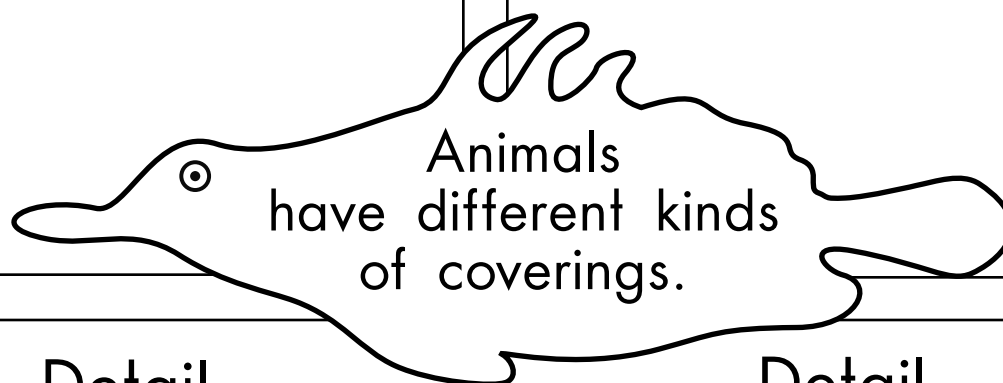
We just have skin.

Name _____

Detail

Detail

ANIMAL COVERINGS • LEVEL B • 1



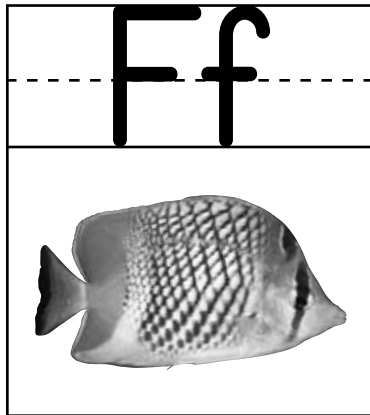
Detail

Detail

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea of the book *Animal Coverings* with students. Have them draw and label details from the book in the boxes. They may use the book to help them write the words.

Name _____













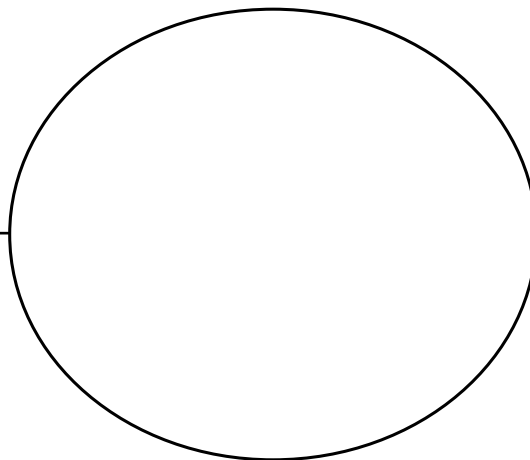
INSTRUCTIONS: Have students say each pictured noun aloud. If the noun begins with the /f/ sound, have students write the upper- and lowercase letter *Ff* on the line below the picture.

Name _____

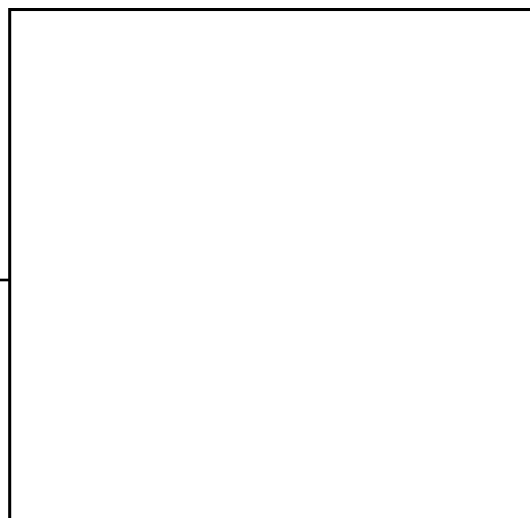
Nouns



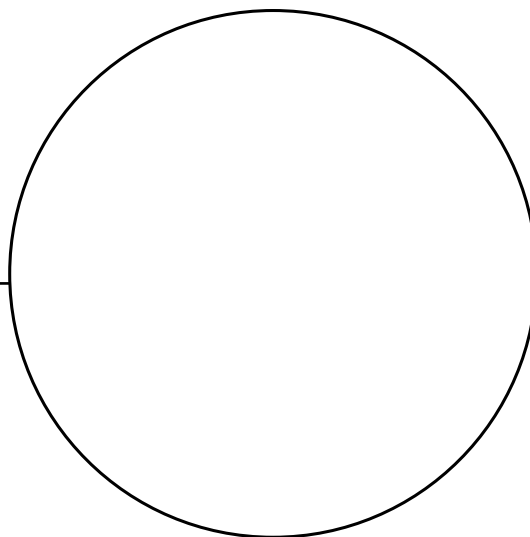
place



person



thing



INSTRUCTIONS: Review with students that nouns are words that name people, places, and things. Have students draw and label at least one noun in each category.

Taking the Bus

A Reading A-Z Level B Leveled Reader

Word Count: 46

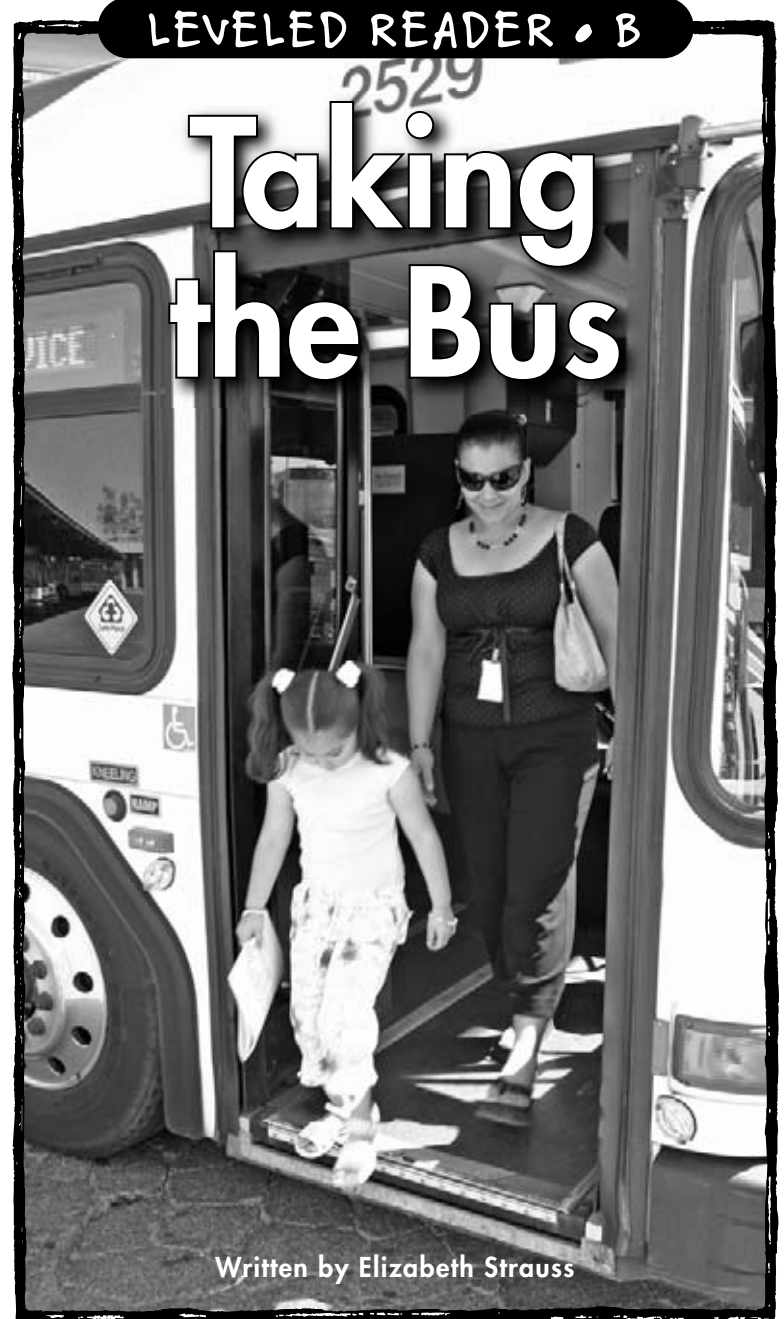



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Taking the Bus



Written by Elizabeth Strauss

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Taking the Bus

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Reading A-Z gives special thanks to Tucson, Arizona's, bus service provided by Sun Tran.



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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



I walk to the bus stop.

3



I wait for the bus.

4



I see the bus come.

5



I get on the bus.

6



I pay for the bus ride.



I ride on the bus.



I get off the bus.



I walk the rest of the way to school.

Name _____

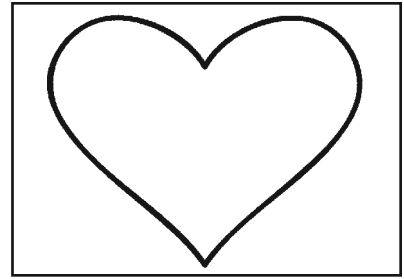
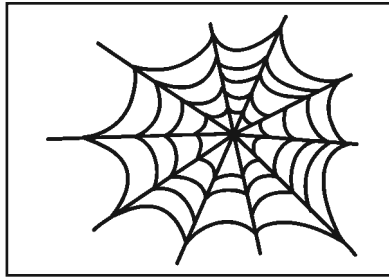
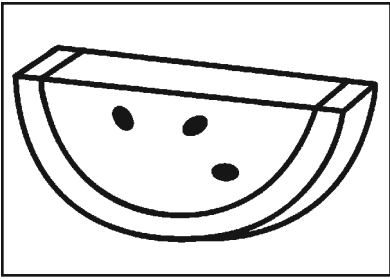
1	2
3	4
5	6
7	8

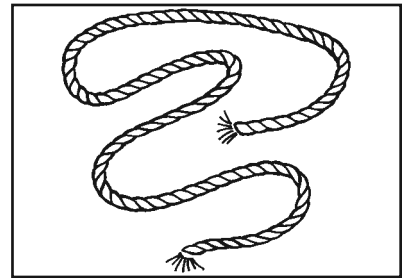
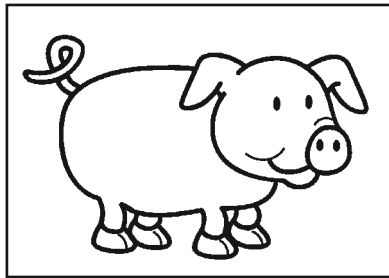
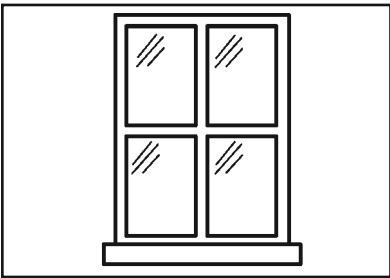
TAKING THE BUS • LEVEL B • 1

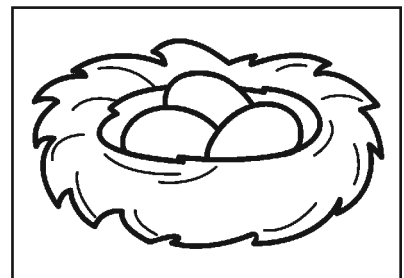
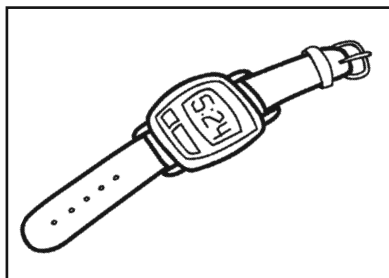
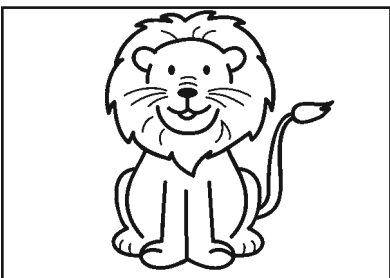
SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students draw a picture for each step in the story. Then have them use the pictures to tell the sequence of events using the words *first*, *next*, *then*, and *last*.

Name _____







INSTRUCTIONS: Have students circle the pictures that begin with the /w/ sound. Next to each circled picture, have them write the upper- and lowercase letter Ww.

Name _____

Verbs

walk
sit

wait
get



TAKING THE BUS • LEVEL B • 3

I _____ to the bus.

A large, empty rectangular box intended for a student to draw a picture related to the sentence.

I _____ for the bus.

A large, empty rectangular box intended for a student to draw a picture related to the sentence.

I _____ on the bus.

A large, empty rectangular box intended for a student to draw a picture related to the sentence.

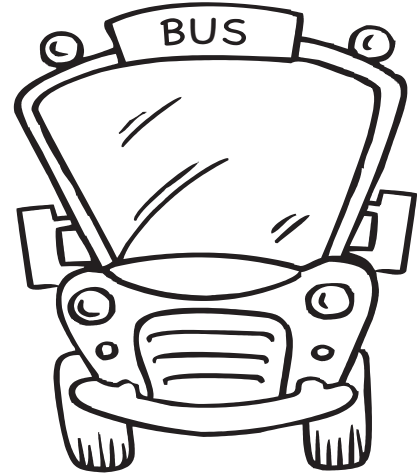
I _____ off the bus.

A large, empty rectangular box intended for a student to draw a picture related to the sentence.

SKILL: VERBS

INSTRUCTIONS: Have students choose a verb for each sentence and draw a picture for each sentence.

Name _____



ride on the bus.

walk to school.

pay for the bus ride.



sit on the bus.

INSTRUCTIONS: Have students write the word *I* in each sentence. Have them read each sentence aloud to a partner. Then have them write one sentence using the word *I*.

Winter Fun

A Reading A-Z Level B Leveled Reader

Word Count: 32




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Winter Fun



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Winter Fun
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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



These are winter hats.



These are winter boots.



These are winter scarves.



These are winter mittens.



These are winter pants.

These are winter coats.

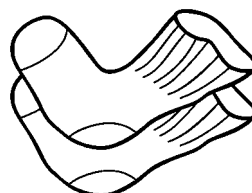
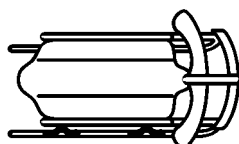
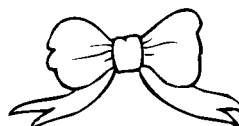
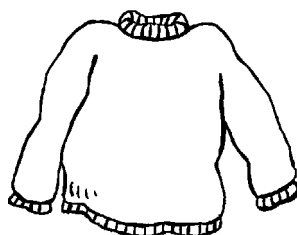
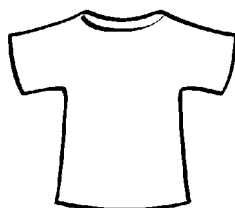
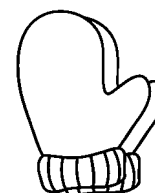
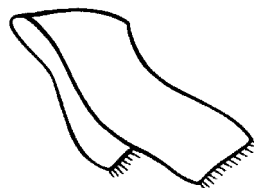
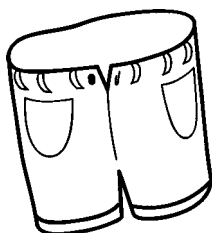
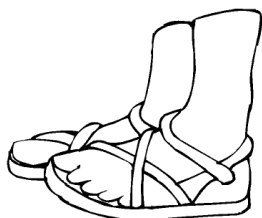
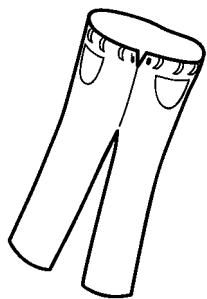


These are winter sleds.



This is winter fun.

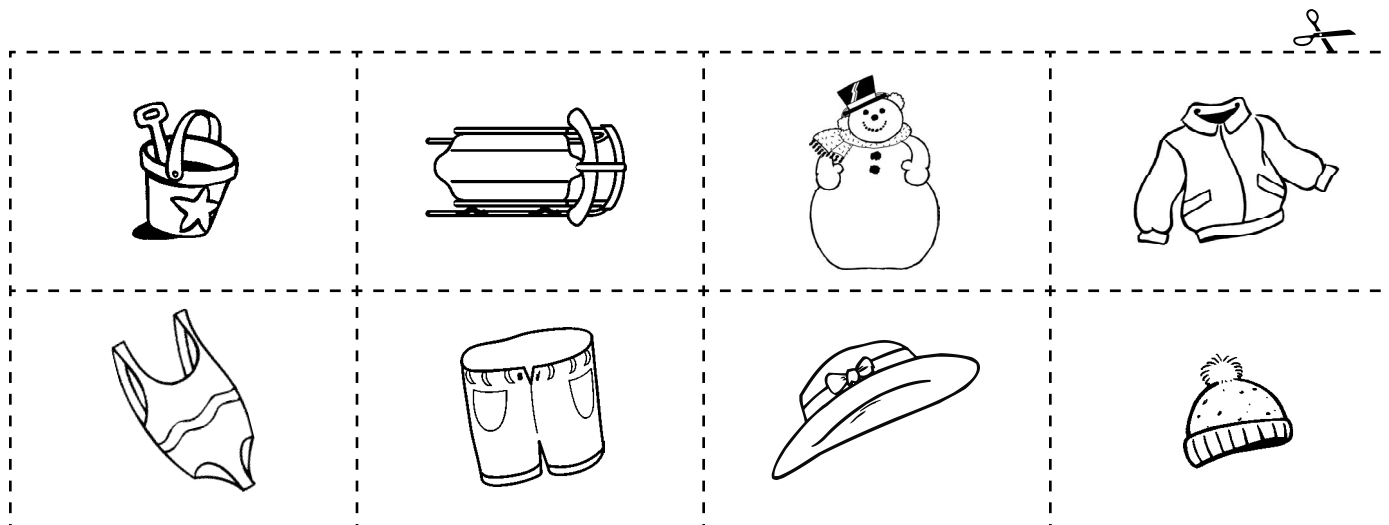
Name _____



INSTRUCTIONS: Refer to lesson plan.

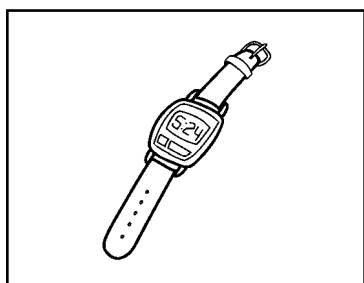
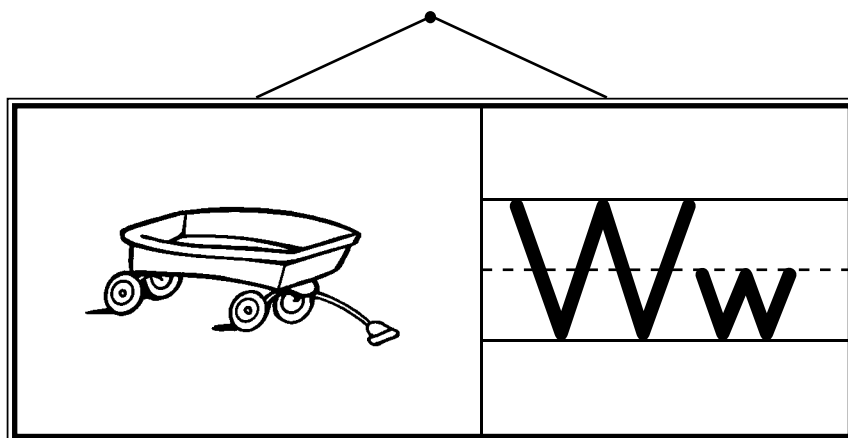
Name _____

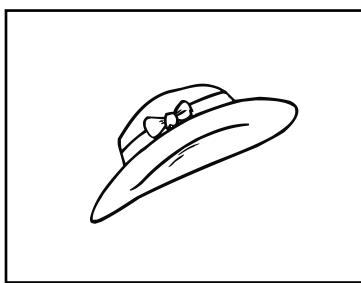
Winter	Summer

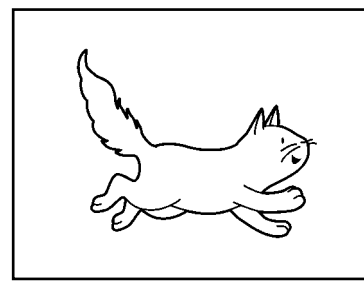


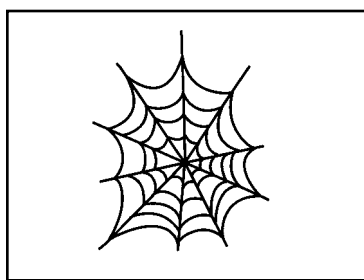
INSTRUCTIONS: Have students name the pictures. Have them cut out the pictures and glue them in the correct column.

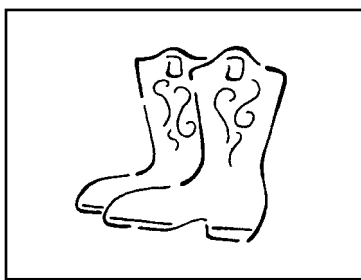
Name _____

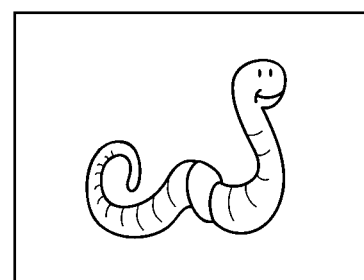












INSTRUCTIONS: Have students identify each picture. Ask them to write the upper- and lowercase Ww under the pictures that begin with the /w/ sound.

Name _____

red	black	warm	fast
-----	-------	------	------

1. These are _____ boots.

2. These are _____ mittens.

3. These are _____ coats.

4. These are _____ sleds.

1



3



2



4



INSTRUCTIONS: Read the adjectives with students. Have them write one of the adjectives in each sentence and draw a picture of the noun in the box.

What Has These Stripes?

A Reading A-Z Level B Leveled Reader

Word Count: 57

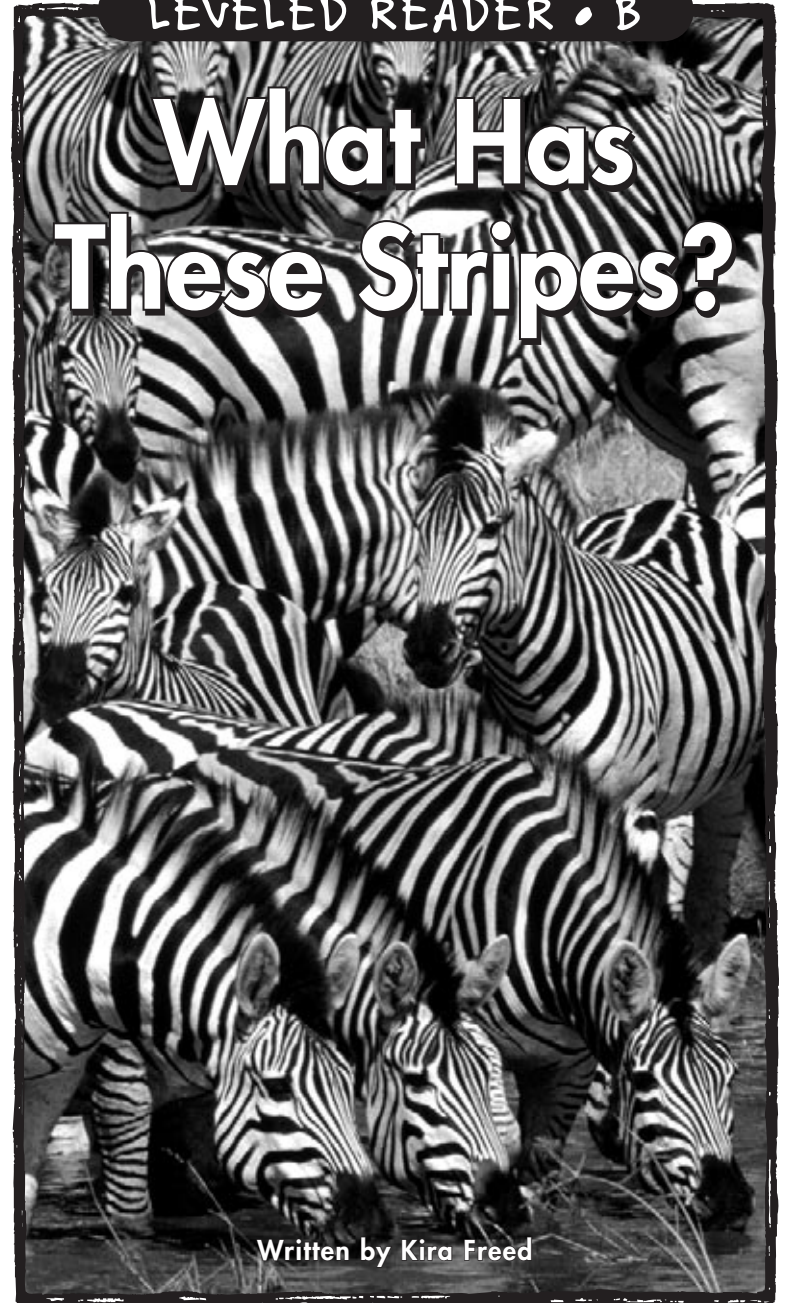



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LEVELED READER • B

What Has These Stripes?



Written by Kira Freed

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What Has These Stripes?



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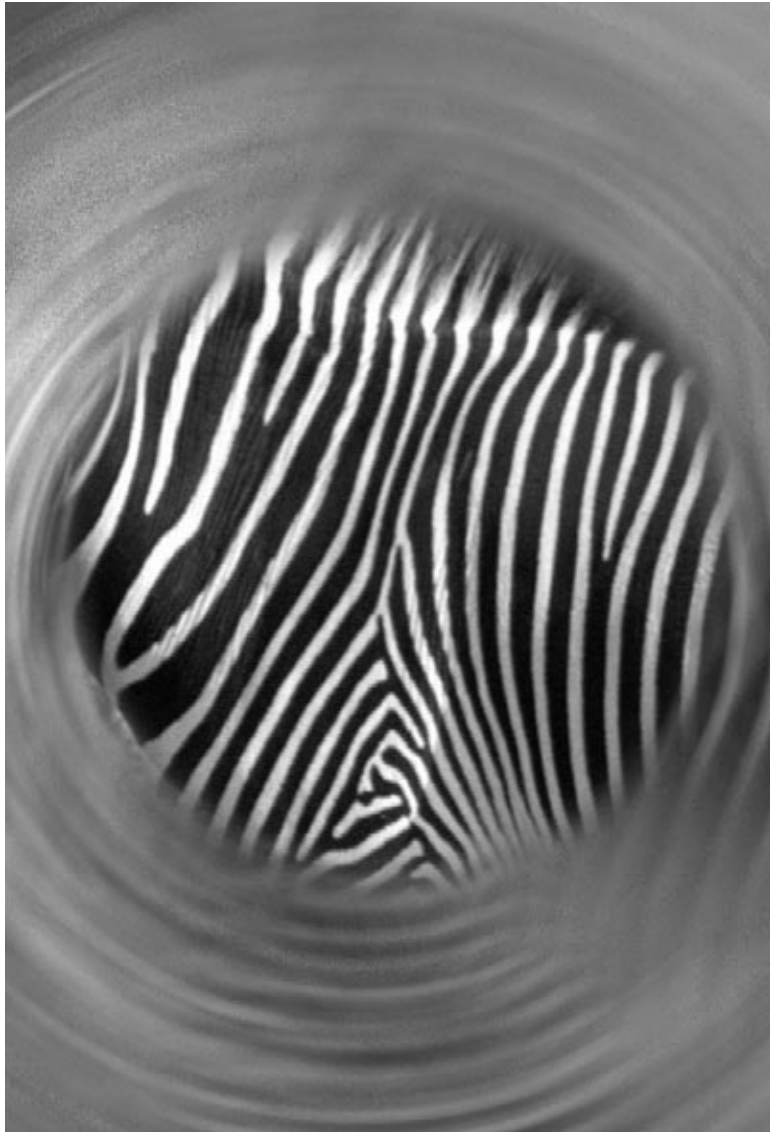
What Has These Stripes?
Level B Leveled Reader
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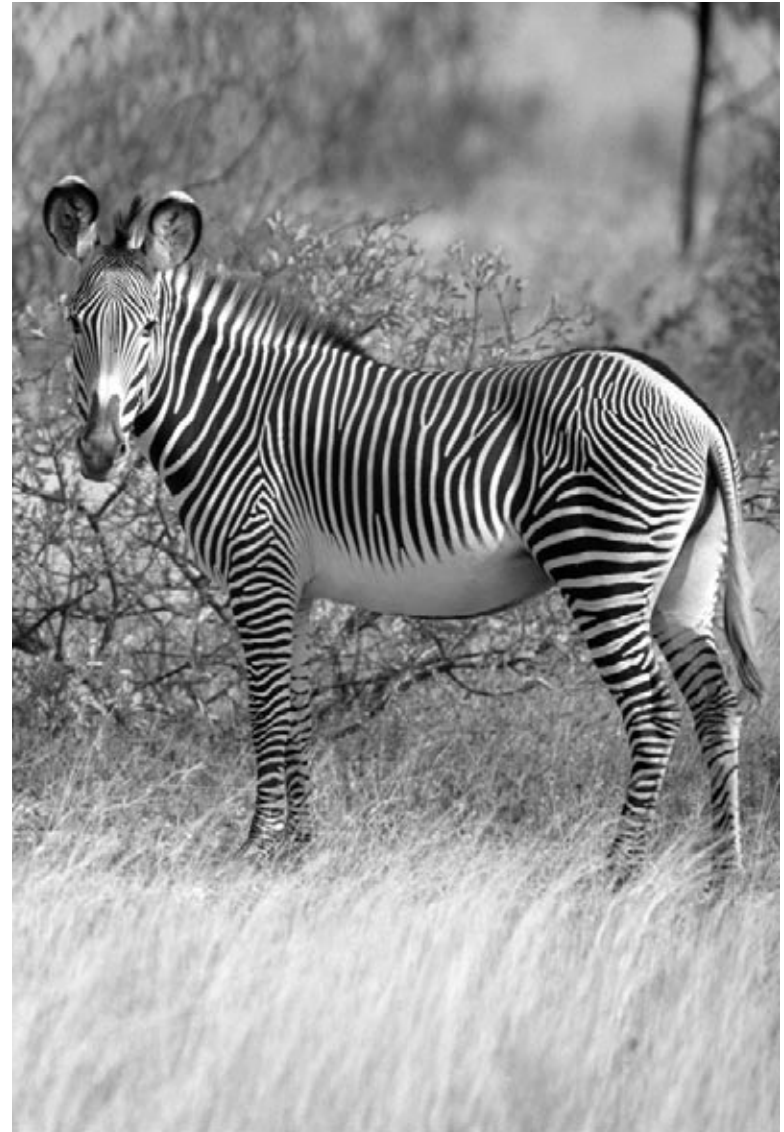
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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



What kind of animal
has these stripes?



A zebra has these
smooth stripes.



What kind of animal
has these stripes?



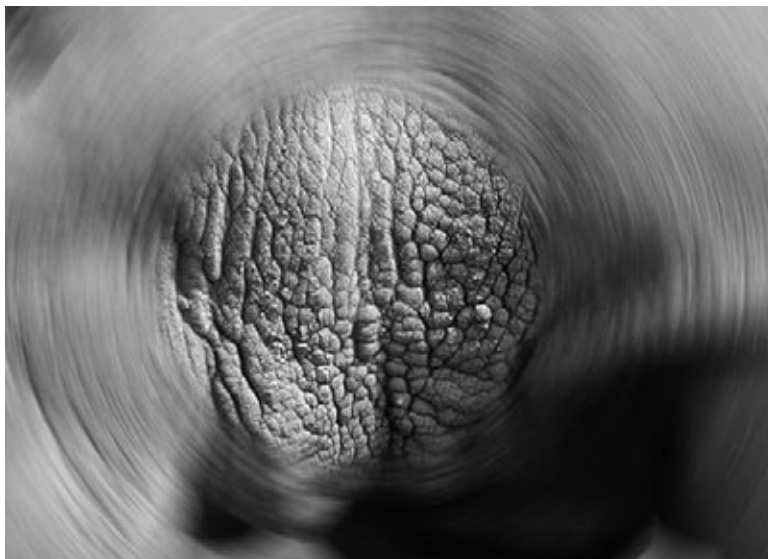
A fish has these
thin stripes.



What kind of animal
has these stripes?



A snake has these
long stripes.



What kind of animals
have no stripes?



These animals have
no stripes.

What other animals
have no stripes?

Name _____

Reading a-z



WHAT HAS THESE STRIPES? • LEVEL B • 1

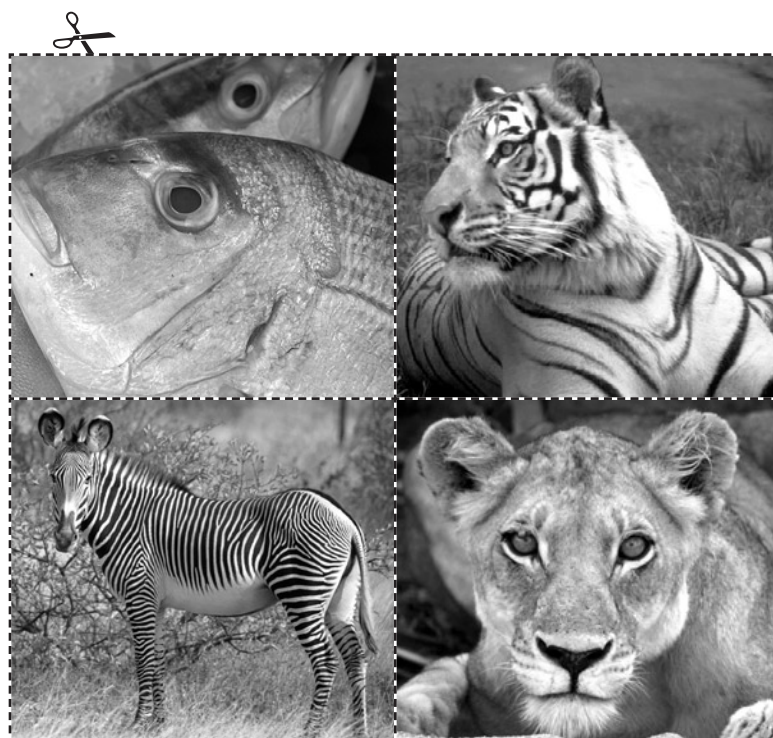
SKILL: PICTURE CARDS

INSTRUCTIONS: Cut out the pictures and use them with students to classify the animals.

Name _____

Stripes	No Stripes

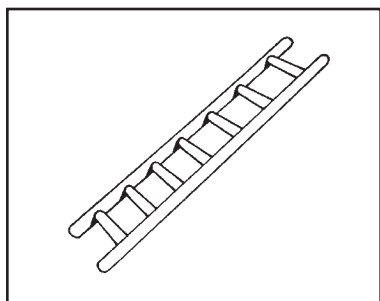
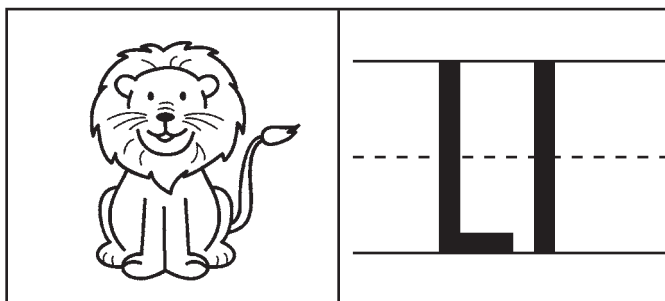
WHAT HAS THESE STRIPES? • LEVEL B • 2

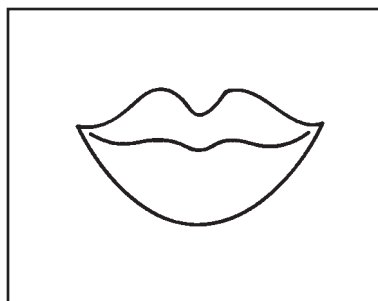


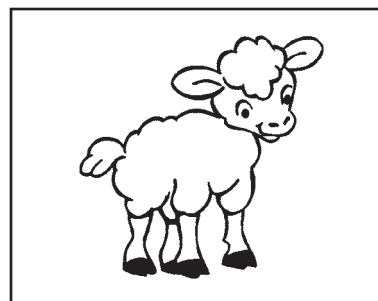
SKILL: CLASSIFY INFORMATION

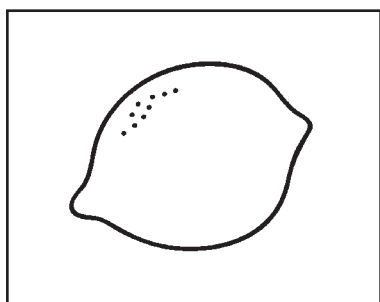
INSTRUCTIONS: Have students cut out the pictures and place them into the correct column.

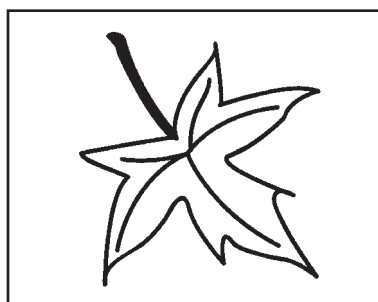
Name _____

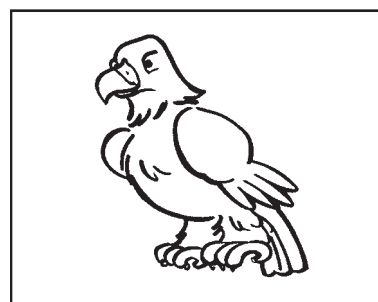












WHAT HAS THESE STRIPES? • LEVEL B • 3

SKILL: INITIAL CONSONANTS L/

INSTRUCTIONS: Have students write the upper and lower case *L/l* on the lines if the picture begins with the *///* sound.

Name _____

1. What animal has stripes _____



2. What animal has no stripes _____



3. What animal has spots _____



4. What animal lives in the water _____



WHAT HAS THESE STRIPES? • LEVEL B • 4

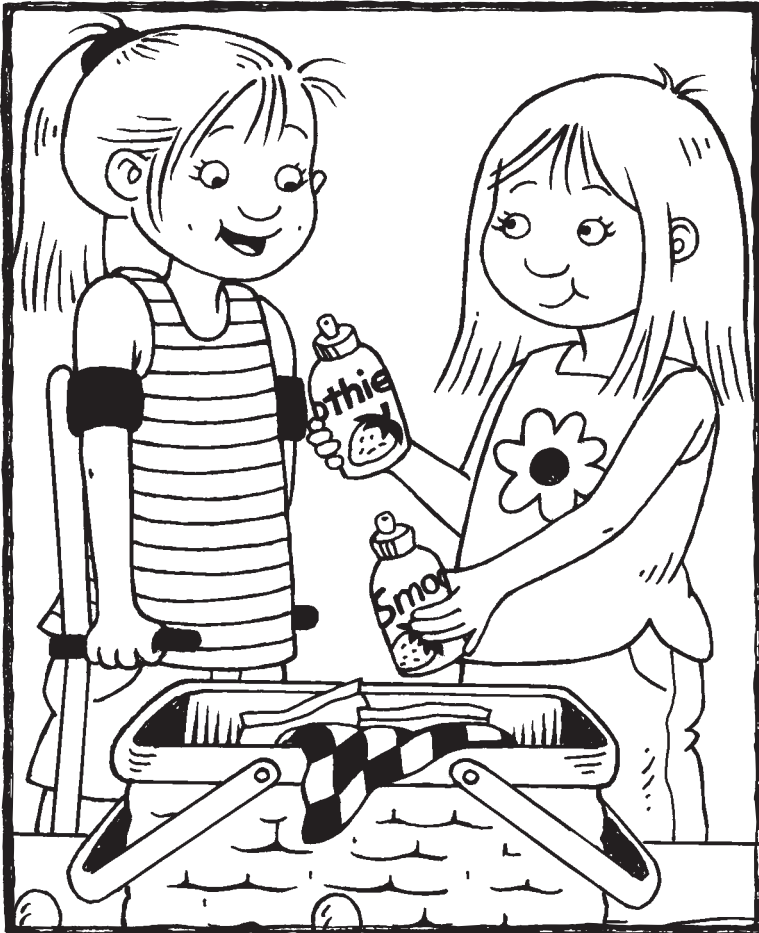
SKILL: HIGH-FREQUENCY WORDS

INSTRUCTIONS: Read the sentences aloud with students. Have students add the question mark to each sentence. Then have students write an original question on the lines provided.

We Pack a Picnic

A Reading A-Z Level B Leveled Reader

Word Count: 25

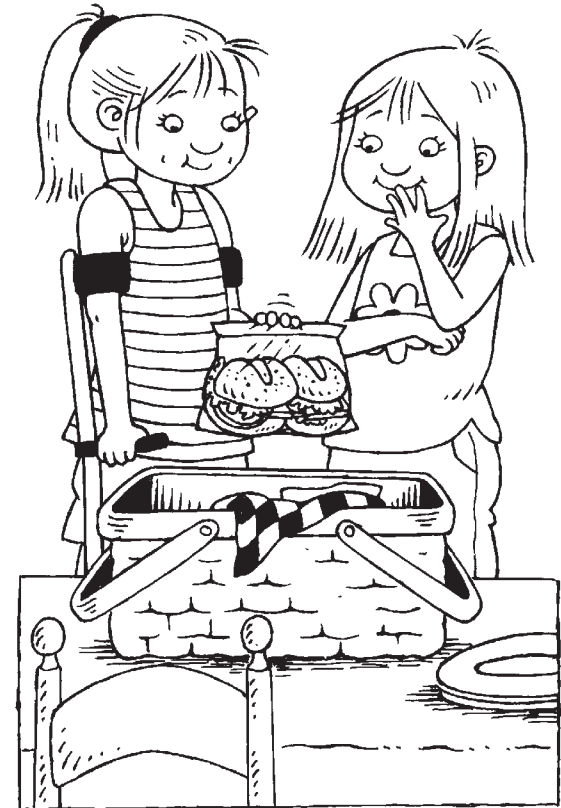



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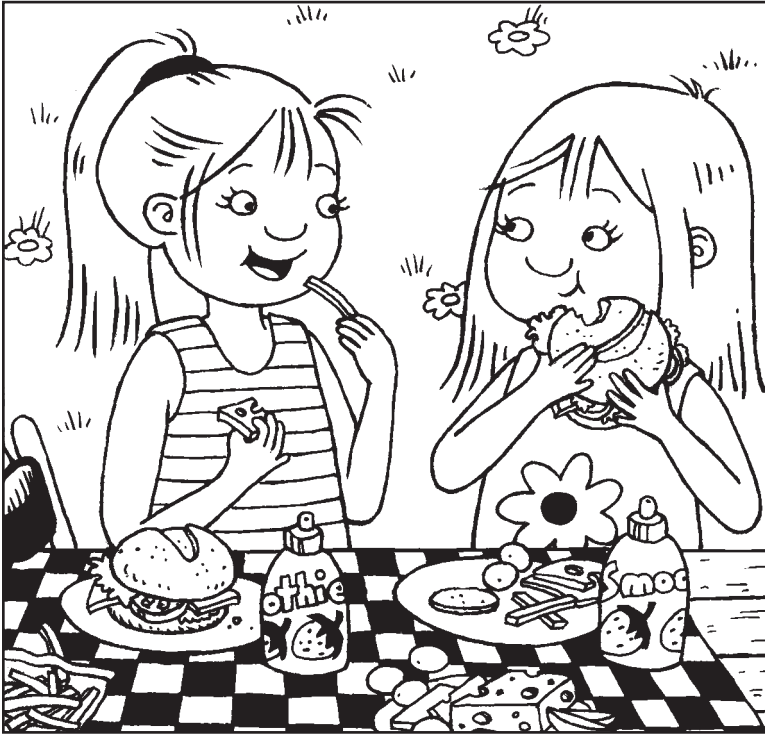
We Pack a Picnic



Written by Alyse Sweeney
Illustrated by Angela Kamstra-Jacobson

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We Pack a Picnic



Written by Alyse Sweeney
Illustrated by Angela Kamstra-Jacobson

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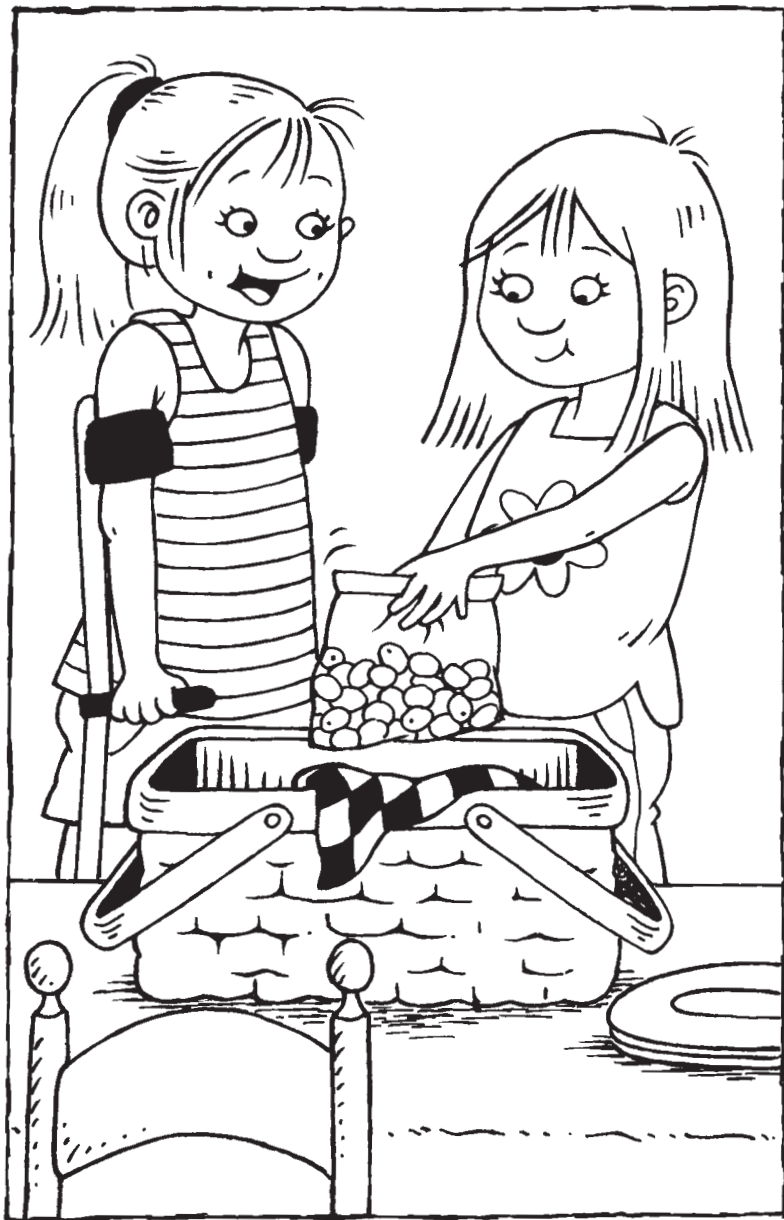
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Correlation

LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2



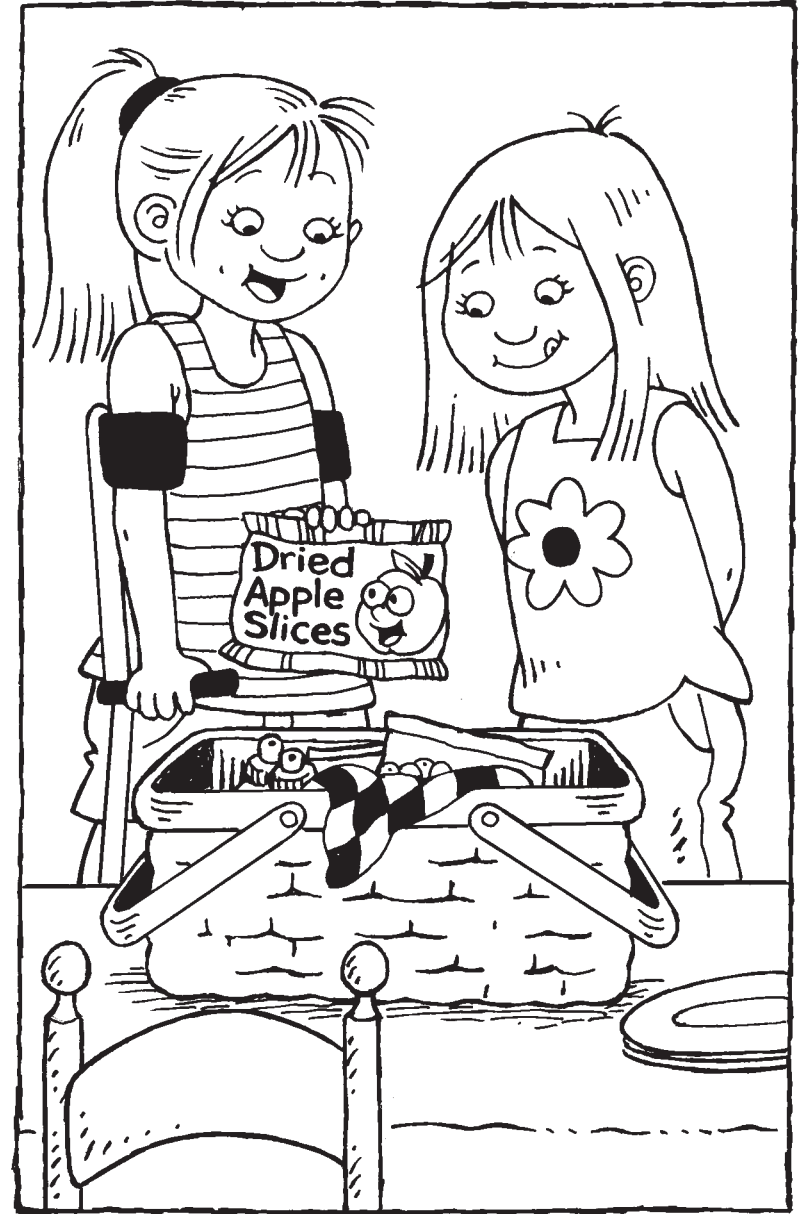
We pack grapes.



We pack sandwiches.



We pack drinks.



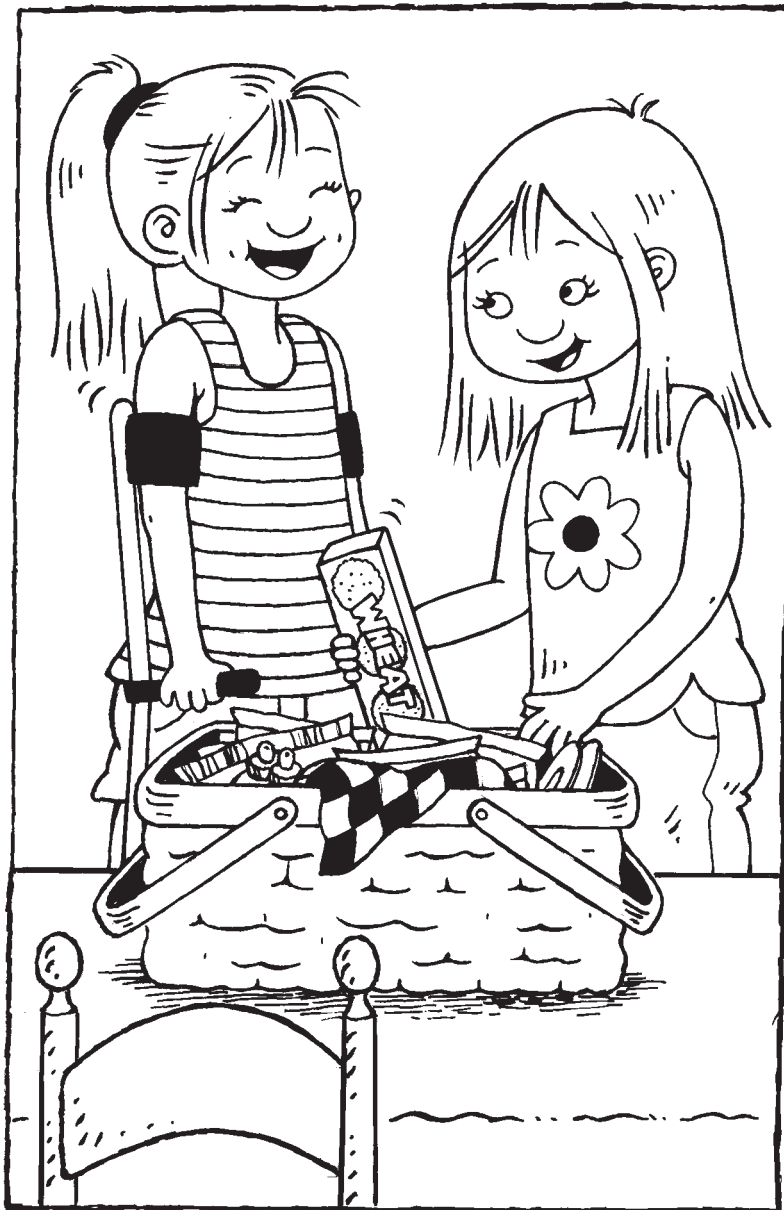
We pack apples.



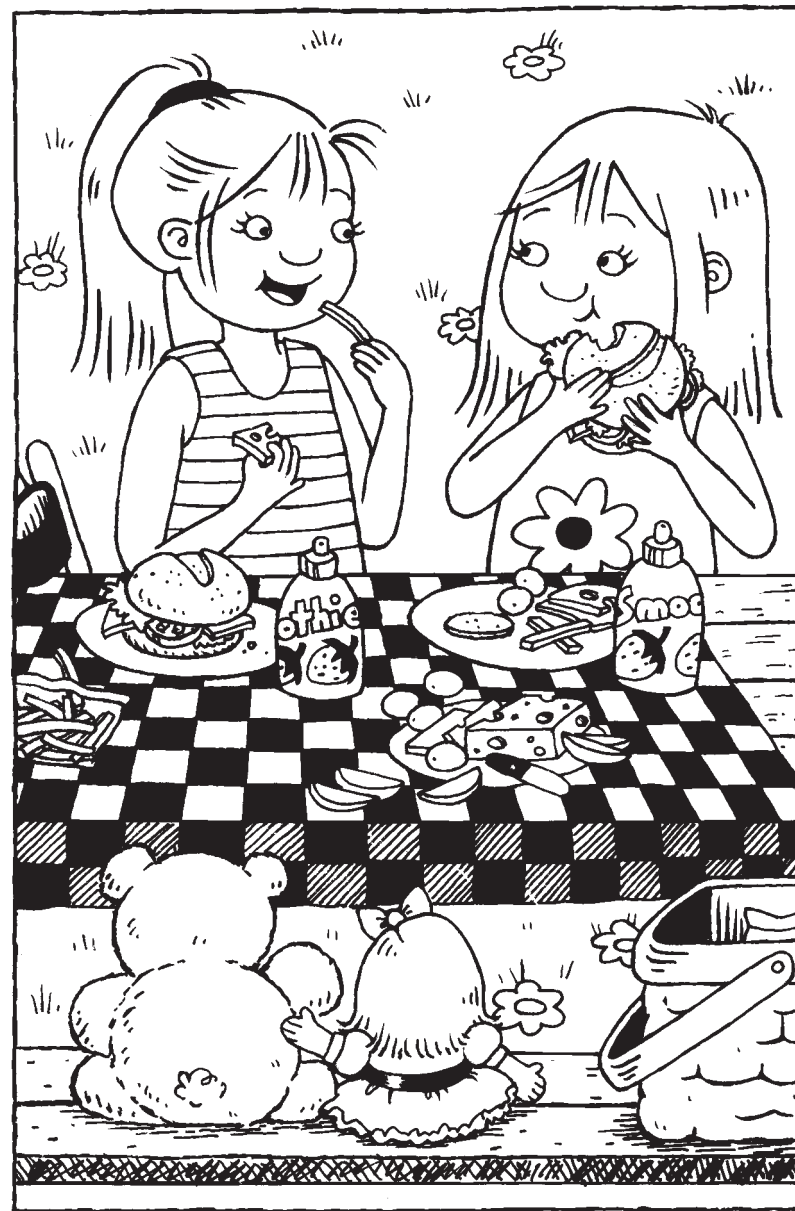
We pack cheese.



We pack carrots.



We pack crackers.



We pack a picnic!

Name _____

Drink

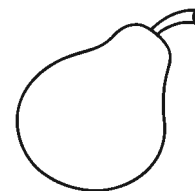
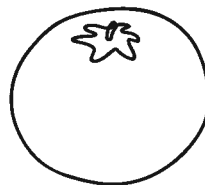
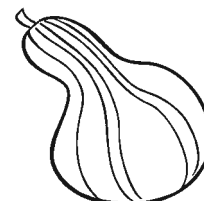
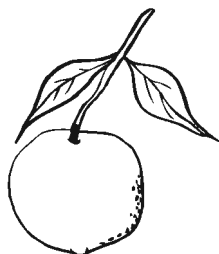
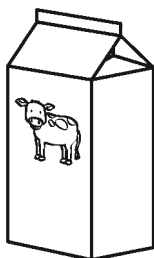
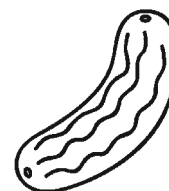
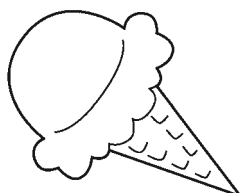
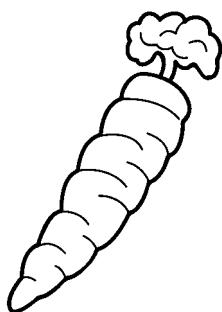
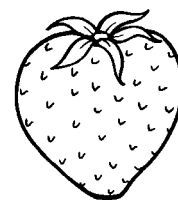
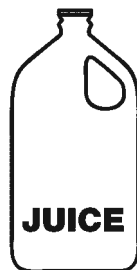
Dessert

Fruit

Vegetable

INSTRUCTIONS: Cut out the words and use them with students to classify different types of foods.

Name _____



INSTRUCTIONS: Cut out the pictures and use them with students to classify the types of food.

Name _____

What is one kind
of fruit that can be
taken on a picnic?

What is one kind
of sandwich that
can be taken on
a picnic?

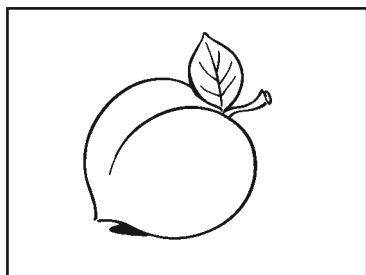
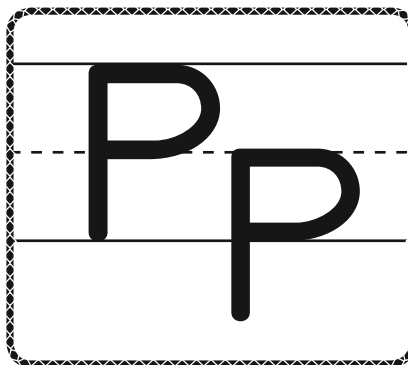
What is one kind
of vegetable that
can be taken on
a picnic?

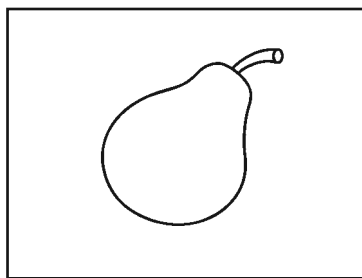
WE PACK A PICNIC • LEVEL B • 2

SKILL: ASK AND ANSWER QUESTIONS

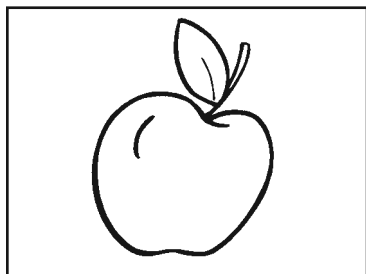
INSTRUCTIONS: Have students draw a kind of food in the box that answers each question. Then assist students with writing a question on the blank line and answering it with a picture on the back of the worksheet.

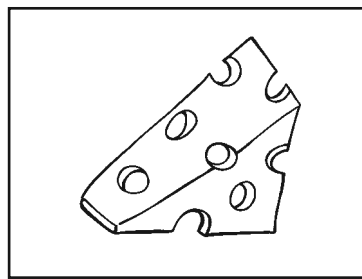
Name _____

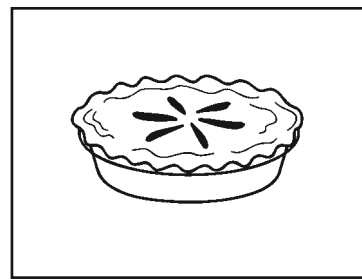












INSTRUCTIONS: Have students write the upper- and lowercase *Pp* on the lines if the picture begins with the /p/ sound.

Name _____

pack grapes.

pack cheese.

pack sandwiches.

pack apples.

pack drinks.

INSTRUCTIONS: Have students add the word *I* or *We* to each sentence. Have students write an original sentence using *I* or *We* on the line provided.

What Has These Spots?

A Reading A-Z Level B Leveled Reader

Word Count: 51

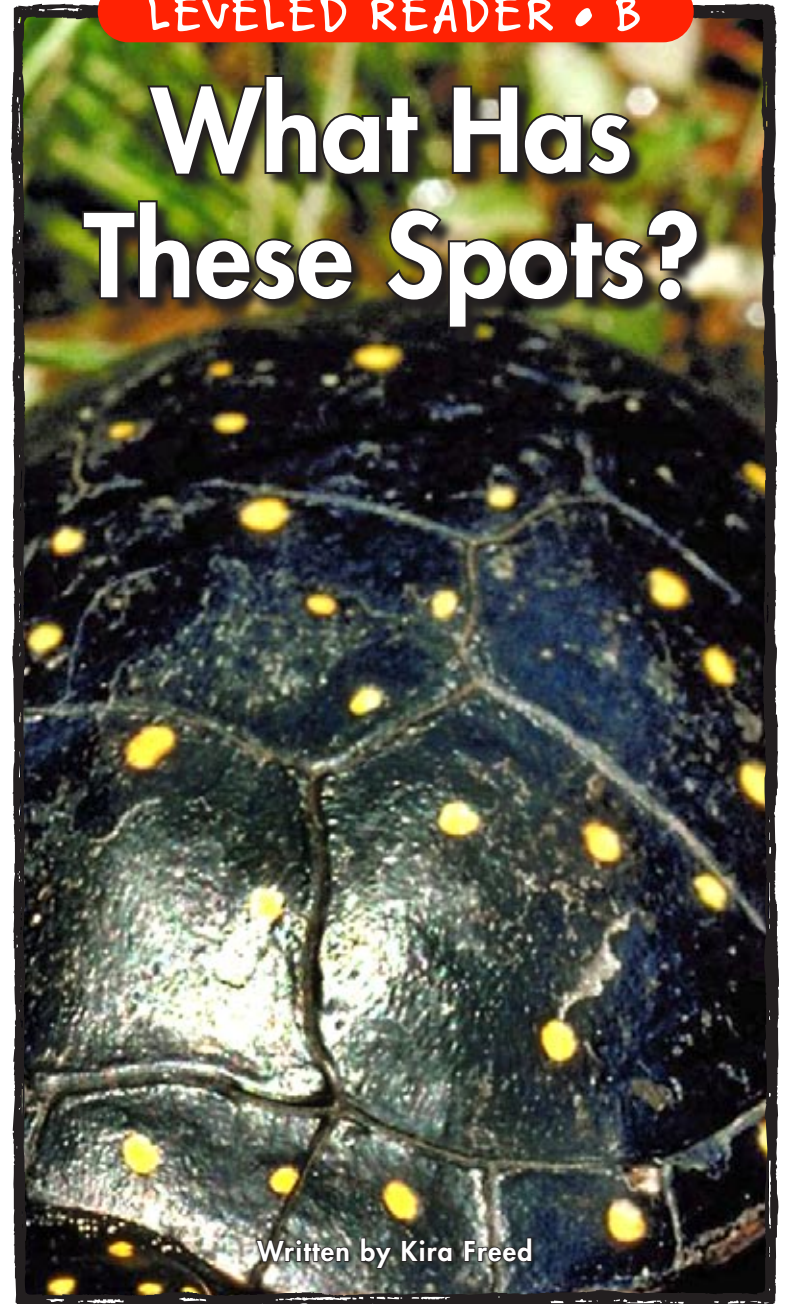



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What Has These Spots?



Written by Kira Freed

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What Has These Spots?



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Correlation

LEVEL B

Fountas & Pinnell	B
Reading Recovery	2
DRA	2



What kind of animal
has these spots?



A cheetah has these
black spots.



What kind of animal
has these spots?



A fawn has these
white spots.



What kind of animal
has these spots?



A bug has these
tiny spots.

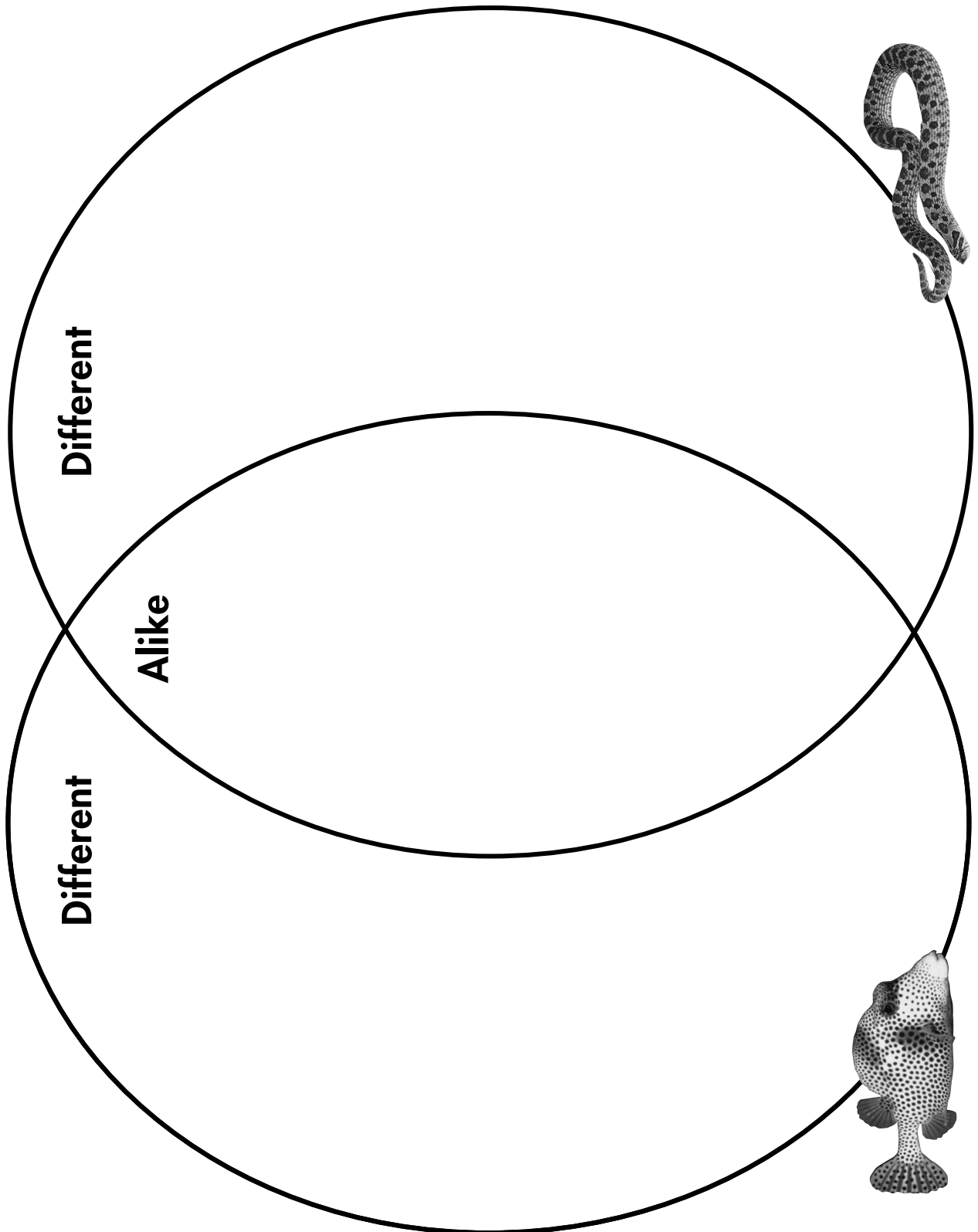


What kind of animal
has no spots?



A lemur has no spots.

Name _____



WHAT HAS THESE SPOTS? • LEVEL B • 1

SKILL: COMPARE AND CONTRAST

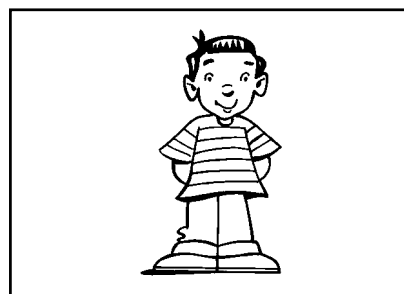
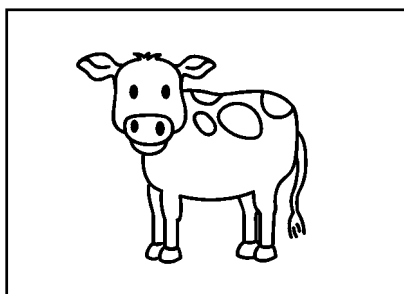
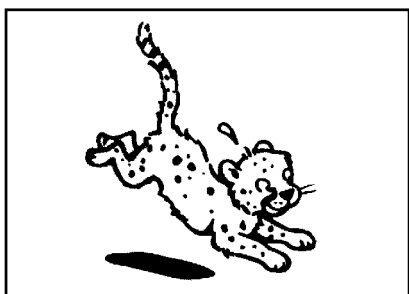
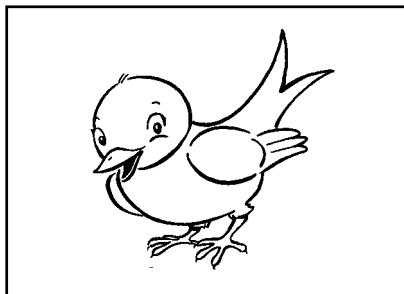
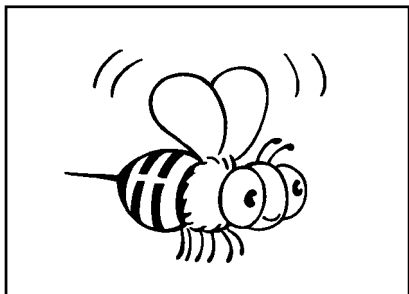
INSTRUCTIONS: Have students write the names of two animals on the lines above the venn diagram. Then have them write details that tell how the animals are different in the outer circles and how they are alike where the circles overlap.

Name _____



Bb

WHAT HAS THESE SPOTS? • LEVEL B • 2



SKILL: INITIAL CONSONANT Bb

INSTRUCTIONS: Have students write the upper- and lowercase *Bb* on the lines if the picture begins with the /b/ sound.

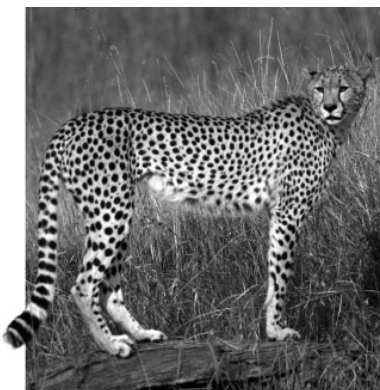
Name _____

1. A ----- has black spots -----

2. A ----- has stripes on its tail -----

3. A ----- has white spots -----

3. A ----- has tiny black spots -----



cheetah



lemur



fawn



bug

INSTRUCTIONS: Read aloud with students the sentences, as well as the names of the animals in the pictures. Have students write the correct animal name in the first blank and add a period in the second blank for each declarative sentence.